



COURSE SYLLABUS
Web-Campus
Online Class



INSTRUCTOR INFORMATION

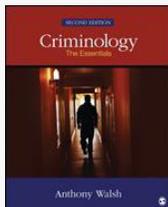
Professor

Graduate Assistants

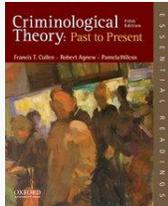
Contact Recommendations

While most technical issues regarding grading, scheduling, and webcampus management will be handled by Mr. Jimenez and Ms. Ayala, you are of course welcome to contact either of us, for any reason. We will likely answer direct emails sooner than webcampus messages, but any electronic message will be a faster and surer way to get a hold of us than leaving voicemail. Both Mr. Jimenez and Ms. Ayala share offices and phone lines with other grad students and are *not* responsible for receiving voicemail messages! When you send an email, please be sure to include your name and the name of this class (SOC 431).

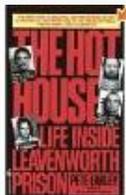
REQUIRED TEXTS



Walsh, Anthony. 2014. *Criminology: The Essentials. Second Edition*. Thousand Oaks: Sage Publications. ISBN 9781483350691



Cullen, Francis T., Robert Agnew, and Pamela Wilcox (editors). 2013. *Criminological Theory: Past to Present. Essential Readings. Fifth Edition*. New York, Oxford: Oxford University Press. ISBN: 9780199301119



Early, Pete. 1992. *The Hothouse: Life Inside Leavenworth Prison*. New York: Bantam Books. ISBN: 0-553-56023-9

ONLINE RESOURCES

The URL to login and get to the course site is <http://webcampus.unlv.edu>. Since you are reading this syllabus, you must have already gained access. This is an entirely web-based class, so everything that we do will be online.

COURSE DESCRIPTION & LEARNING OBJECTIVES/OUTCOMES

This course is an introduction to the study of criminology. Criminologists typically strive to understand criminal behavior in the context of sociological theories of crime and deviance. The sociological tradition focuses on the context of large groups (societies) and their organization, with social forces external to individuals that may influence observed behavior. While our emphasis is sociological, we will be studying theory and research about crime in the context of criminology's intellectual history, which also includes some review of biological, psychological, economic, and philosophical perspectives. While we will touch upon issues involving the criminal justice system, this is *not* a course about police, courts, and prisons. The criminal justice department offers a variety of courses on criminal justice topics, and I also offer "Penology and Social Control" in the sociology department. Our present class is about theory and research on the nature and extent of criminal behavior. Course learning objectives/outcomes include:

1. Specify the ways that different criminological perspectives define crime and criminality (e.g., legalistic, relativistic, universal), as well as the historical development of criminological theory across classical, positivist, and post-classical perspectives.
2. Discuss the relationship between theory and research in criminology, and apply concepts of social science research methodology to criminological topics.
3. Describe the methods by which data about crime and delinquency are collected, including the uniform crime reports, victimization surveys, and self-report surveys, and identify the ways in which these data are used to test hypotheses about crime and delinquency.
4. Recognize and assess demographic correlates of crime, comparative crime statistics, and recent trends in crime rates.
5. Compare and contrast theoretical perspectives about crime and delinquency and assess the impact of criminological research on the relative merit of competing explanations of criminal behavior, as well as crime policy.
6. Apply theory and research about crime and delinquency to ethnographic accounts of criminal activities.

LESSON MODULES (Assignments & Discussions)

The course material is partitioned into twelve lesson modules, each comprised of a set of material on a criminological topic. The content for each lesson will consist of an introductory guide to the lesson materials, including slideshow, lecture notes, possibly videos, and a set of readings from one or more of the required books, as well as selected PDF articles. On the dates specified in the lesson folders online, you will turn-in a lesson assignment via the assessments tool in Web-Campus, comprised of a few dozen multiple choice and short answer items.

The assignments will be available during the dates indicated, and you can turn them in at any time, as long as you make the deadline. I will also make each assignment available to you in PDF format. I recommend that you refer to this PDF document and note your answers as you go through the readings, then complete the lesson assignment online when you are ready.

Each lesson will also contain a discussion activity that will ask you to write a few comments or answer some questions about a particular topic in the lesson material. For the discussion activity, you will be required to make two posts, (1) composing an original answer to a specified discussion question, and (2) providing a thoughtful response comment to another student's post. Both your original post and your response comment must be several [complete!] sentences in length, and your responses should offer more substance than simply agreeing or disagreeing with the original comment. ***For each discussion board, the first two students to submit an original post will not be required to submit a response comment.***

ANTICIPATED WORKLOAD AND TIME COMMITMENT

Universities have traditionally advised undergraduate students to expect upper division courses to require an outside-class commitment of about twice the amount of time spent in the classroom. Thus, for a three-credit course, students should expect to commit about three hours in class and an additional six hours outside of class each week,

for a total of about nine hours. This rough formula is also reflected in three-credit field work and internship courses, in which students schedule about 8 hours per week (plus a written assignment) at the work/internship site. Like internships, online classes and independent study courses don't have classroom time, but the total weekly burden is roughly the same.

The twelve lesson modules are scheduled for about one week each in the regular Fall/Spring semester (although much more concentrated in the summer sessions), and each is designed to be completed across a total of about six to nine hours. Some students will complete lesson modules in less time, and some will take longer, depending on how quickly they read and apply the material. However, if you proceed with the expectation that a lesson module should be doable in one sitting – which I have discovered happens quite often, especially when students wait until the evening of the due date/time to begin – you are very likely to become frustrated with the workload and develop negative feelings toward the material and the instructor. Thus, I strongly recommend keeping the time estimate in mind and scheduling your weekly workload accordingly. Students have told me that planning two to three sittings (of two to three hours each) per week tends to work best.

GRADE STRUCTURE

Lesson Assignments	12 @ 20 points each = 240
<u>Lesson Discussions</u>	<u>12 @ 5 points each = 60</u>
Total	300

Calculating your percentage and letter grade is easy. Just divide the number of points you've earned by the total possible, and then multiply by 100.

A	[>=93.00%]	B-	[80.00 – 82.99%]	C+	[67.00 – 69.99%]
A-	[90.00 – 92.99%]	C+	[77.00 – 79.99%]	D	[63.00 – 66.99%]
B+	[87.00 – 89.99%]	C	[73.00 – 76.99%]	D-	[60.00 – 62.99%]
B	[83.00 – 86.99%]	C-	[70.00 – 72.99%]	F	[<60.00%]

COURSE SCHEDULE

	Due Dates – Days (<i>times</i>)
Lesson Module 1: Criminological Definitions, Basic Concepts, and Research Methods	
Lesson Module 2: Measurement, Distribution, and Correlates of Crime	
Lesson Module 3: Rational Choice, Deterrence, and Routine Activity	
Lesson Module 4: Biological and Psychological Positivism	
Lesson Module 5: Social Disorganization, Social Ecology-Chicago School, Neighborhoods	
Lesson Module 6: Structural and General Strain Perspectives	
Lesson Module 7: Differential Association (Social Learning) and Sub-cultural Deviance	
Lesson Module 8: Labeling and Radical Perspectives, Socioeconomic Class and Crime	
Lesson Module 9: Social and Self Control (Post-Classical) Perspectives	
Lesson Module 10: Life-Course and Developmental Criminology, Integrating Perspectives	
Lesson Module 11: Special Topics – Gender, Race, Family, Drugs, Gangs, International	
Lesson Module 12: Qualitative/Ethnographic Criminology and Application	

APPENDIX: UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or

any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account

after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library statement:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.