

# **SOCIOLOGY 418: CRIMINOLOGY AND DELINQUENCY (4 Credits)**

Fall Quarter 2020

Synchronous Remote Class Meetings on D2L: 12:45-1:50pm Mondays & Wednesdays

## **Professor: M. Thompson, Ph.D.**

Office Hours: 12:00pm-2:00pm Fridays and by appointment (Zoom, phone, or email)

Phone: 503-725-3614

Email: [mthomp@pdx.edu](mailto:mthomp@pdx.edu)

## **TA: Tasha Lane, M.S.**

Office Hours: 2:00pm-4:00pm Mondays (via Zoom)

Email: [ltasha@pdx.edu](mailto:ltasha@pdx.edu)

## **Logic of the Course**

This course offers an overview of sociological theory and research on crime and delinquency. We start by critically examining the social facts surrounding the measurement, extent, and distribution of crime and delinquency. Next, we study the principal sociological explanations of criminal behavior. These theories provide conceptual tools for analyzing a monograph detailing crime and delinquency among marginalized young men in Oakland, CA. We conclude by examining the criminal and juvenile justice systems, their treatment of offenders, and how this treatment affects future behavior.

## **Objectives of the Course**

- To *understand* how crime and delinquency are currently measured and the extent and distribution of criminal behavior according to these measures.
- To gain a *working knowledge* of the key sociological theories of crime and delinquency.
- To *apply* the conceptual tools of these theories to selected case studies.
- To *critically evaluate* concrete policy responses to crime and delinquency.

## **Required Texts** (books available through the PSU bookstore)

- Barkan, Steven E. Barkan. 2015. *Criminology: A Sociological Understanding (6<sup>th</sup> Edition)*. Upper Saddle River, NJ: Pearson Education, Inc. (an eBook version is available [from the publisher](#)).
- Rios, Victor M. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press.
- Selected articles accessible online (hyperlinks in syllabus and on D2L).

## **Course Requirements (180 possible points)**

40 pts. Active class participation. Students are expected to attend remote class meetings prepared to discuss the assigned readings and the recorded lectures. Participation will be assessed via individual and small group exercises and write-ups.

45 pts. Midterm Exam.

40 pts. Paper. An analysis of *Punished* and its connection to class material.

55 pts. Final examination. The final exam is cumulative, but it focuses on material covered after the midterm exam.

<b>Grading Scale</b>	<b>Letter Grade</b>	<b>Point Ranges for Associated Grade</b>
92% and above	A	165-180
90-91%	A-	161-164
88-89%	B+	158-160
82-87%	B	147-157
80-81%	B-	143-146
78-79%	C+	140-142
72-77%	C	129-139
70-71%	C-	125-128
60-69%	D	108-124
Below 60%	F	107 and under

### **Course Policies and Information**

- Late Assignments. Assignments, exams, and readings should be completed before their due date. If you must miss a remote class meeting or be late with an assignment, please notify me or my TA before the deadline or as soon as possible afterward. Because this term is occurring amidst significant uncertainty, I will be flexible regarding deadlines, but I will need to be informed about late work and when it will be completed to facilitate grading. Deadline extensions greater than two days will only be permitted in extreme circumstances.
- Video Lectures. Each week, I will record video lectures of the key information I expect you to know and understand; these videos will connect to and expand on the week's assigned readings. The lecture videos will be available on D2L in the weekly module, along with a schedule for when you are expected to have completed watching/listening to this video. Our remote class meetings will focus on answering any associated questions from these lectures and/or questions from assigned readings. We will also emphasize discussion and application of the material from the assigned readings and lecture videos in our remote class meetings.
- Remote Class Participation. The remote class meetings are intended to encourage you to work with the class material—both individually and in small groups—to ask questions, and to facilitate active learning. Therefore, you are expected to attend these sessions twice per week (Mondays and Wednesdays.) To assist those who must miss a remote class session, my intent is to record these Zoom meetings and make them available on D2L; these recordings are *only* for instructor and student use and may not be shared outside of this class.
- Course announcements. Please check D2L frequently (a minimum of 2 times per week) for any announcement related to the course.
- Contact for technical support: Helpdesk. Computing and D2L questions should be directed to the Helpdesk ([www.pdx.edu/oit/contact](http://www.pdx.edu/oit/contact)). They may be contacted in the following ways.
  - Phone: 725-4357 (5-HELP)

- Online through the Help Center:  
<https://portlandstate.atlassian.net/servicedesk/customer/portals>
- Access and Inclusion for Students with Disabilities. PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Offensive Material. Crime and delinquency encompass behaviors ranging from minor deviance to severe crime. In learning about crime and delinquency in this course students may encounter language, depictions, or attitudes that they find disturbing or offensive. The teaching assistant and professor will be available to discuss any concerns you have with course material.
- Remote meeting and online etiquette. Failure to meet minimal standards of class etiquette is disruptive and disrespectful to me and to your classmates. Therefore, you are expected to come to remote class meetings on time, stay throughout the class period, and to refrain from inappropriate conversations—whether written or spoken. I ask you to mute your audio when you are not talking during our remote class meetings. If you are comfortable with your video being on, please keep it on; if you are not comfortable with it being on, it is acceptable for you to turn off your video, but you are still expected to participate: via audio, through the chat function in Zoom, and on D2L discussions. In all electronic course communications, whether formal or informal, you are required to observe the rules of net etiquette. These include the following rules:
  - Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use \*asterisks\* around a word.
  - Avoid personal attacks. If you disagree with a fellow student, describe your perspective clearly and academically. No personal criticism or derogatory language.
  - Be respectful when making a comment or responding to others' comments. Since we generally will not have body language and tone of voice to contextualize many of our communications, please use formal English appropriately.
  - Avoid text message abbreviations. Not everyone knows them.
- Title IX Reporting Obligations. Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available.

Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>.

You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at [titleixcoordinator@pdx.edu](mailto:titleixcoordinator@pdx.edu) or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at [yesenia.gutierrez.gdi@pdx.edu](mailto:yesenia.gutierrez.gdi@pdx.edu) or in person at RMNC, 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Dana Walton-Macaulay by calling 503-725-5651, via email at [dana26@pdx.edu](mailto:dana26@pdx.edu) or in person at Smith Memorial Union, Suite, 1825 SW Broadway, Suite 433

Please be aware that all PSU faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate.

For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

- Academic Misconduct. According to the PSU Student Code of Conduct, a student is subject to disciplinary action for academic dishonesty. Academic dishonesty is the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information. Students engaging in academic misconduct will receive a failing grade on that assignment.

## COURSE SCHEDULE

Course schedule subject to change with reasonable notice

Week and Dates for Zoom meetings	Topics and Important Dates	Required Weekly Readings (* indicates that only part of the chapter is required for this week)	Online work deadline (at midnight)
<b>Part 1: The Extent and Nature of Crime and Delinquency</b>			
<b>Week 1</b> Zoom: September 28 September 30	<ul style="list-style-type: none"> <li>• <i>Introduction to course</i></li> <li>• <i>Defining Crime and Delinquency</i></li> <li>• <i>Extent and Nature of Crime: Official Statistics</i></li> </ul>	1. Barkan chapters 1, 2, 3* (pp. 1-42) 2. Rios, preface (pp. vii – xvi)	October 4
<b>Week 2</b> Zoom: October 5 October 7	<ul style="list-style-type: none"> <li>• <i>Extent and Nature of Crime: Victimization Data and Self-Reports</i></li> <li>• <i>Transition: From Correlates to Causal Models</i></li> </ul>	1. Barkan chapters 3* & 4 (pp. 42-87) 2. Rios, chapter 1 (pp. 3 – 23)	October 11
<b>Part 2: Theories of Crime and Delinquency</b>			
<b>Week 3</b> Zoom: October 12 October 14	<b>Social Psychological Theories</b> <ul style="list-style-type: none"> <li>• <i>Rational Choice Theory</i></li> <li>• <i>Differential Association Theory</i></li> <li>• <i>Social Control Theory</i></li> </ul>	1. Barkan chapters 5 & 8* (pp. 88-104; 148-162) 2. " <a href="#">Six Social Sources of the U.S. Crime Drop</a> " by Uggen and McElrath, 2014. 3. Rios, chapter 2 (pp. 24 – 42)	October 18
<b>Week 4</b> Zoom: October 19 October 21	<b>Social Psychological Theories</b> <ul style="list-style-type: none"> <li>• <i>Self-Control Theory</i></li> <li>• <i>Labeling Theory</i></li> </ul>	1. Barkan chapters 8* & 9* (pp. 162-164; 171-178) 2. Rios, chapter 3 (pp. 43 – 73)	October 25
<b>Week 5</b> Zoom: October 26 October 28	<b>Social Structural Theories</b> <ul style="list-style-type: none"> <li>• <i>Gangs, Neighborhood, and Poverty</i></li> <li>• <i>Social Disorganization Theory</i></li> </ul> <p style="text-align: center;"><b>• October 28: Midterm Exam</b></p>	1. Barkan chapter 7* (pp. 127-135) 2. Sampson, Robert J. 2008. " <a href="#">Rethinking Crime and Immigration</a> ." <i>Contexts</i> 28-33. 3. Rios, chapter 4 (pp. 74 – 94)	November 1
<b>Week 6</b> Zoom: November 2 November 4	<b>Social Structural Theories</b> <ul style="list-style-type: none"> <li>• <i>Anomie Theory</i></li> <li>• <i>General Strain Theory</i></li> <li>• <i>Subculture Theories</i></li> </ul>	1. Barkan chapter 7* (pp. 135-147) 2. Rios, chapters 5 (pp. 97 – 123)	November 8
<b>Week 7</b> Zoom: November 9 No Zoom meeting on November 11 (Veterans Day)	<b>Social Structural Theories</b> <ul style="list-style-type: none"> <li>• <i>Conflict Theory</i></li> <li>• <i>Feminist Theories</i></li> <li>• <i>Power-Control Theory</i></li> </ul>	1. Barkan chapter 9* (pp. 178-191) 2. " <a href="#">Policing Women: Race and gender disparities in police stops, searches, and use of force</a> " (2019) from the Prison Policy Initiative. 3. Rios, chapters 6 & 7 (pp. 124 – 156)	November 15
<b>Part 3: Offenders and the Justice System</b>			
<b>Week 8</b> Zoom: November 16 November 18	<ul style="list-style-type: none"> <li>• <i>Crime Prevention and Desistance</i></li> <li>• <i>Race and Criminal Justice</i></li> <li>• <i>Life Course Theories</i></li> </ul>	1. Barkan chapters 8* & 15 (pp. 164-170; 305-326) 2. Aviram, Bragg, & Lewis (2017). " <a href="#">Felon Disenfranchisement</a> " <i>Annual Review of Law and Social Science</i> 13:295-311. 3. Rios, Conclusion (pp. 157 – 167)	November 22
<b>Week 9</b> Zoom: November 23 November 25	<ul style="list-style-type: none"> <li>• <i>Race and Criminal Justice</i></li> </ul> <p style="text-align: center;"><b>• November 29: Punished analysis papers due on D2L by midnight</b></p>	1. Barkan chapters 16 & 17 (pp. 327-371) 2. Taylor, Keeanga-Yamahtta. 2020. " <a href="#">We Should Still Defund the Police</a> ." <i>The New Yorker</i> .	November 29
<b>Week 10</b> Zoom: November 30 December 2	<ul style="list-style-type: none"> <li>• <i>Institutionalization, Race, and the Criminal Justice System</i></li> <li>• <i>Class Discussion and Review</i></li> </ul>	1. Barkan chapter 18 (pp. 372-383) 2. " <a href="#">Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System</a> " (2015), from The Sentencing Project.	December 6
<b>Finals Week:</b> Our PSU-scheduled final exam time is <b>12:30-2:20 on Monday, December 7.</b>			

**Sociology 418/518 Criminology and Delinquency Paper Assignment: Analysis of *Punished***  
Due Sunday, November 29<sup>th</sup> at 12:00 midnight (submit on D2L)

This paper focuses on the book by Victor M. Rios, *Punished: Policing the Lives of Black and Latino Boys*. This book recounts the author's experiences studying young men facing marginalization and vicious cycles of punishment and incarceration and how these experiences shape criminal activities in the lives of some of these young men. Rios's book raises questions about the causes of crime and delinquency and the role of the criminal justice system in shaping criminal behavior.

Your goal in this paper is to relate Rios's book to course material on theories of crime/delinquency. Specifically, consider the following questions and write a 5-7 page paper that addresses them. You do not need to answer the questions in their given order. In fact, the best papers will integrate the answers to the questions into a coherent paper. The paper assignment asks that you write descriptively about *Punished*, but that you also go beyond mere description to discuss the ways in which Rios's book relates to general questions about the causes of crime/delinquency, the effects of labeling and stigmatization, and the best means for reducing recidivism and/or preventing crime and delinquency from occurring in the first place. To receive full credit, each of the following questions *must* be addressed in your paper, and each answer must be supported with material from *Punished* and (wherever possible) from other class material (such as your Barkan text):

1. Providing examples from the book, explain which sociological theory/theories you think best describe(s) the criminal activity in *Punished*.
  - What does this theory suggest should be done to prevent delinquent behavior (what social policy does this theory recommend)?
2. Was it inevitable that the boys discussed in *Punished* would join a gang and/or be involved in crime? Could different social policies have prevented crime/gang membership? (Explain.)
3. More specifically, what could the juvenile/criminal justice system have done to stop the crime and delinquency described in *Punished*?
  - What does your chosen theory/theories (from question 1 above) suggest about the role of the criminal justice system in affecting crime?
  - To what extent do you believe that the criminal justice system is criminogenic (causing crime)?
  - To what extent do you believe that the criminal justice system is rehabilitative?
4. Ultimately, based on theories of crime discussed this quarter and what you have read in *Punished*, what societal changes do you recommend in order to reduce crime and social injustice?

Other requirements that will be considered when these papers are graded:

- The **primary consideration** in grading will be your ability to successfully tie class material to the Rios book. You *are* expected to refer to class material, such as lecture and required readings. When you refer to *Punished* or to class notes/readings, be sure to provide a citation [e.g., (Barkan 2015), or (lecture video week 5), or (Rios 2011, p. 100)].
  - You should also include a references page at the end of the paper, listing all references you use. You are not required to use any outside references (i.e., books/articles that are not read/discussed in class) but are welcome to do so.
- Was the paper 5-7 pages in length, typed, and double-spaced?
- Quality of the writing, the clarity and accuracy of the arguments, and the overall coherence of the paper. Papers should be proofread and include both an introductory and a concluding paragraph.