

SOCIOLOGY 418: CRIMINOLOGY AND DELINQUENCY (4 Credits)

Spring Quarter 2022

Hybrid Class | 250 Urban Center Building (URBN)

In-Person/Face-to-Face (F2F) Meetings: 11:30am-12:35pm Mondays

Professor: M. Thompson, Ph.D.

Office Hours: 10:00am-12:00pm Tuesdays and by appointment (via [Zoom](#), phone, or email)

Phone: 503-725-3614

Email: mthomp@pdx.edu

TA: Tasha Lane, M.S.

Office Hours: 11:00am-12:00pm Fridays (via [Zoom](#))

Email: 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 (Digital & print versions available through the PSU bookstore and on reserve at the library)

- Barkan, Steven E. Barkan. 2015. *Criminology: A Sociological Understanding* (6th Edition). Upper Saddle River, NJ: Pearson Education, Inc.
- 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 Canvas).

Course Requirements (192 possible points)

55 pts. Active class participation. Students are expected to attend F2F class meetings prepared to discuss the assigned readings and the recorded lectures. Participation will be assessed via online and in-person exercises and write-ups.

42 pts. Weekly Quizzes. There will be a total of 8 open book/open note quizzes, testing material from the week's readings, videos, and online work. Each student's lowest quiz grade will be thrown out (only your top 7 [out of 8] quizzes will be counted in your final grade.)

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

50 pts. Final examination. The final exam is cumulative, and like the quizzes, it will be open book/open notes.

Grading Scale	Letter Grade
92% and above	A
90-91%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
72-77%	C
70-71%	C-
60-69%	D
Below 60%	F

Course Policies and Information

- Late Assignments. Assignments, quizzes, papers, exams, videos, and readings should be completed before their due date. If you must miss a F2F class meeting or be late with an assignment, please notify me before the deadline or as soon as possible afterward. Because we are still dealing with the COVID-19 pandemic, 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.
- Online Work. Because this hybrid class only meets in person for 65 minutes per week (when usually it would have three 65-minute meetings per week in a “traditional” class), students are expected to complete the other ≈ 2 hours of class time on their own/on Canvas. This online class work will involve listening to lecture videos and podcasts, watching videos, and reviewing material posted on Canvas; in addition, you are expected to complete the assigned readings. Online work will be assessed via weekly quizzes or write-ups of work.
- 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 Canvas in the weekly module, along with a schedule for when you are expected to have completed watching/listening to this video and when you need to complete the weekly quiz/write-up for the week. Our F2F class meetings will focus on answering any associated questions from these lectures and/or questions from assigned readings and online work. We will emphasize discussion and application of the material from the assigned readings and online work in our F2F class meetings.
- Face-to-Face Class Meetings. The F2F 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 Monday sessions prepared to discuss the assigned material. Because we are still dealing with the COVID-19 pandemic (and you are asked to not come to campus if you are ill), students will be allowed to make up missed

F2F class participation points by contacting Professor Thompson and explaining why they needed to miss class.

- Sharing of Class Material: Sharing class material (syllabi, videos, handouts, PowerPoint slides, or any other material from this course) without the instructor's express permission is not permitted.
- Course announcements. Please check Canvas frequently (a minimum of 2 times per week) for any announcement related to the course.
- Contact for technical support: Helpdesk. Computing and Canvas questions should be directed to the Helpdesk (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, <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.
- F2F 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 F2F class meetings on time, stay throughout the class period, and to refrain from inappropriate conversations—whether written or spoken. In all course communications, you are required to observe the following expectations:
 - In electronic communication, 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.
 - No personal attacks. If you disagree with anyone, describe your perspective clearly and professionally. No personal criticism or derogatory language.
 - Be respectful when making a comment or responding to others' comments.
- Policy on Academic Dishonesty: Students who violate PSU rules on academic dishonesty are

subject to disciplinary penalties, including the possibility of failing the course and/or dismissal from the university. Since such dishonesty harms the individual, all students, and the integrity of PSU, policies on scholastic dishonesty will be strictly enforced. For more information on PSU policies and definitions of academic misconduct, see: <https://www.pdx.edu/dean-student-life/academic-misconduct>.

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During the pandemic, DRC is performing all essential functions of the work of the DRC remotely, including initial appointments and [meetings](#). Call 503-725-4150, email drc@pdx.edu or visit the virtual front desk via [Zoom](#) Monday - Friday 9 a.m. to 5 p.m. The DRC is currently open for in-person visits 2pm-5pm Monday-Friday. The DRC is located in 116 Smith Memorial Student Union, and they are monitoring voice mail and email messages closely and will respond as soon as possible.

- If you already have accommodations through DRC, please contact Professor Thompson to make sure she has received the faculty notification letter and to ensure that all accommodations are being provided.
- **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 harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. 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.

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 the student code of conduct, I must share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX please complete the required student module Creating a Safe Campus on Canvas.

- **Student Support Services:** Services to help you thrive in this class and at PSU more generally, including information about the writing center, financial services, and technology support can be found here: <https://www.pdx.edu/student-life/support-services>.
 - [My SSP](#) (My Student Support Program) provides access to confidential mental health and wellbeing support.
 - The [Basic Needs Hub](#) provides students with one place to stop for all concerns related to providing for basic needs support (food assistance, housing services, emergency funds, technology access, etc.)
- **Classroom Requirements for All Students and Faculty Due to Covid-19.** The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

Vaccination: Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Health Check, Illness, Exposure, or Positive Test for COVID-19: Complete the [required self-check for COVID-19 symptoms before coming to campus each day](#).

If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call [The Center for Student Health and Counseling \(SHAC\)](#) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus. If you test positive for COVID, [report your result to SHAC](#) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus. Please notify Professor Thompson should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.

If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Failure to Comply with Any of these Rules: As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom, or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](#).

Guidance May Change: Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

COURSE SCHEDULE

Course schedule subject to change with reasonable notice

Week and dates for F2F class 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)
Part 1: The Extent and Nature of Crime and Delinquency			
Week 1: March 28	<ul style="list-style-type: none"> • <i>Introduction to course</i> • <i>Defining Crime and Delinquency</i> • <i>Extent and Nature of Crime: Official Statistics</i> 	1. Barkan chapters 1, 2, 3* (pp. 1-42) 2. Rios, preface (pp. vii – xvi)	April 3
Week 2 April 4	<ul style="list-style-type: none"> • <i>Extent and Nature of Crime: Victimization Data and Self-Reports</i> • <i>Transition: From Correlates to Causal Models</i> 	1. Barkan chapters 3* & 4 (pp. 42-87) 2. Rios, chapter 1 (pp. 3 – 23)	April 10
Part 2: Theories of Crime and Delinquency			
Week 3 April 11	Social Psychological Theories <ul style="list-style-type: none"> • <i>Rational Choice Theory</i> • <i>Differential Association Theory</i> • <i>Social Control Theory</i> 	1. Barkan chapters 5 & 8* (pp. 88-104; 148-162) 2. " Six Social Sources of the U.S. Crime Drop " by Uggen and McElrath, 2014. 3. Rios, chapter 2 (pp. 24 – 42)	April 17
Week 4 April 18	Social Psychological Theories <ul style="list-style-type: none"> • <i>Self-Control Theory</i> • <i>Labeling Theory</i> 	1. Barkan chapters 8* & 9* (pp. 162-164; 171-178) 2. Rios, chapter 3 (pp. 43 – 73)	April 24
Week 5 April 25	Social Structural Theories <ul style="list-style-type: none"> • <i>Gangs, Neighborhood, and Poverty</i> • <i>Social Disorganization Theory</i> 	1. Barkan chapter 7* (pp. 127-135) 2. Sampson, Robert J. 2008. " Rethinking Crime and Immigration ." <i>Contexts</i> 28-33. 3. Rios, chapter 4 (pp. 74 – 94)	May 1
Week 6 May 2	Social Structural Theories <ul style="list-style-type: none"> • <i>Anomie Theory</i> • <i>General Strain Theory</i> • <i>Subculture Theories</i> 	1. Barkan chapter 7* (pp. 135-147) 2. Rios, chapters 5 (pp. 97 – 123)	May 8
Week 7 May 9	Social Structural Theories <ul style="list-style-type: none"> • <i>Conflict Theory</i> • <i>Feminist Theories</i> • <i>Power-Control Theory</i> 	1. Barkan chapter 9* (pp. 178-191) 2. " Policing Women: Race and gender disparities in police stops, searches, and use of force " (2019) from the Prison Policy Initiative. 3. Rios, chapters 6 & 7 (pp. 124 – 156)	May 15
Part 3: Offenders and the Justice System			
Week 8 May 16	<ul style="list-style-type: none"> • <i>Crime Prevention and Desistance</i> • <i>Life Course Theories</i> 	1. Barkan chapters 8* & 15 (pp. 164-170; 305-326) 2. Aviram, Bragg, & Lewis (2017). " Felon Disenfranchisement " <i>Annual Review of Law and Social Science</i> 13:295-311. 3. Rios, Conclusion (pp. 157 – 167)	May 22
Week 9 May 23	<ul style="list-style-type: none"> • <i>Criminal Justice/Injustice</i> 	1. Barkan chapters 16 & 17 (pp. 327-371) 2. Taylor, Keeanga-Yamahtta. 2020. " We Should Still Defund the Police ." <i>The New Yorker</i> .	May 29 <i>Punished papers due</i>
Week 10 No F2F meeting on May 30 (Memorial Day)	<ul style="list-style-type: none"> • <i>Institutionalization, Race, and the Criminal Justice System</i> • <i>Class Discussion and Review</i> 	1. Barkan chapter 18 (pp. 372-383) 2. " Black Lives Matter: Eliminating Racial Inequity in the Criminal Justice System " (2015), from The Sentencing Project.	June 5
Finals Week: Final exam is due at 11:59pm on Monday, June 6.			

Sociology 418 Criminology and Delinquency Paper Assignment: Analysis of *Punished*

Due Sunday, May 29th at 12:00-midnight (submit on Canvas)

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 #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 videos 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.