SOCIOMETRY 418/518: CRIMINOLOGY AND DELINQUENCY (4 Credits)
Spring 2013 4:40-6:30 T & Th; 103 Engineering Building

Professor Thompson
217F Cramer Hall: 725-3614
Office Hours: 2-3 Tu & Th
mthomp@pdx.edu

TA: Robin Clough
217Y Cramer Hall
Office Hours: 3-4 W & 10-11 Th
rjched@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 delinquency among Los Angeles gang members. 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 (available at PSU bookstore; the Lilly et al. and Walker et al. texts are also on reserve at the library)

Course Requirements (230 possible points)
25 pts. Active class participation. Students must come to class prepared to discuss the assigned readings; in-class and online group discussions, write-ups, and individual exercises.
65 pts. Midterm Exam.
80 pts. Final examination or Final paper. The final exam is cumulative, but focuses on material covered after the midterm exam. Graduate students are required to write a paper instead of taking the final exam. This 10-15 page paper should focus on the prevention or control of crime.
and delinquency. Undergraduate students may elect to write this paper instead of taking the final exam, but only with prior approval from the professor.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>Point Ranges for Associated Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>92% and above</td>
<td>A 212+</td>
</tr>
<tr>
<td>90-91%</td>
<td>A- 207-211</td>
</tr>
<tr>
<td>88-89%</td>
<td>B+ 201-206</td>
</tr>
<tr>
<td>82-87%</td>
<td>B 189-200</td>
</tr>
<tr>
<td>80-81%</td>
<td>B- 184-188</td>
</tr>
<tr>
<td>78-79%</td>
<td>C+ 178-183</td>
</tr>
<tr>
<td>72-77%</td>
<td>C 166-177</td>
</tr>
<tr>
<td>70-71%</td>
<td>C- 161-165</td>
</tr>
<tr>
<td>60-69%</td>
<td>D 138-160</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F 137 and under</td>
</tr>
</tbody>
</table>

**Course Policies and Information**

- **Late/Missed Assignments.** Assignments, exams, and readings should be completed by the beginning of class on their due date. Late work is penalized 10% per day. Please document any family or medical emergency and notify the professor or TA before class (email preferred). Missed in-class participation activities will not be accepted without documentation of a PSU excused absence.

- **Class Notes.** If you must miss class, copy the notes from one of your classmates. Then see me to clarify anything you do not understand. I will post PowerPoint slides on D2L so you can view missed notes. One note of warning, however: I view my PowerPoint slides as an outline of the day’s lecture and they should in no way be considered sufficient as a replacement for attending class, paying attention, and taking your own notes.

- **Documented Disability.** If you are a student with a documented disability and registered with the Disability Resource Center, please contact me immediately to facilitate arranging academic 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.

- **Classroom Etiquette.** Failure to meet minimal standards of classroom etiquette is disruptive to your classmates. Therefore, you are expected to come to class on time, stay throughout the class period, and to refrain from inappropriate conversation. You are also expected to turn your cell phones off. If you are using a laptop, you are expected to use it only for note taking purposes and not for checking email, playing games, or any other purpose.
• **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.
## COURSE SCHEDULE
Course schedule subject to change with reasonable notice

<table>
<thead>
<tr>
<th>Date</th>
<th>Required Readings</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PART I: EXTENT AND NATURE OF CRIME AND DELINQUENCY</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td><strong>Introduction: Welcome!</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 2</td>
<td><em>Self-Report Survey and Note Cards</em></td>
<td></td>
</tr>
</tbody>
</table>
| Apr 4  | **Defining and Measuring Crime and Delinquency; Extent and Nature of Crime: Official Statistics**  
Read: (1) WALKER 1: RACE, ETHNICITY & CRIME  
(2) WALKER 2B: PICTURE OF THE TYPICAL OFFENDER | Pp 1-24 |
|        | **Week 2**                                                                         |         |
| Apr 9  | **Extent and Nature of Crime: Official Statistics, Victimization Data, and Self-Reports**  
Read: WALKER 2A: MYTHS & REALITIES ABOUT CRIME | Pp 29-45 |
| Apr 11 | **Concluding the Extent and Nature of Crime**                                       
Read: WALKER 2C: PERCEPTIONS OF OFFENDERS BY VICTIMS  
& SELF-REPORT SURVEYS…                           | Pp 52-64 |
|        | **PART II. THEORIES OF CRIME AND DELINQUENCY**                                     |         |
| Week 3 | **Transition: From Correlates to Causal Models; Rational Choice and Deterrence**   |         |
| Apr 16 | Read: (1) LILLY 1: CONTEXTS & CONSEQUENCES OF THEORY  
(2) LILLY 2: THE SEARCH FOR THE “CRIMINAL MAN”  
(3) LILLY 12B: CHOOSING CRIME…RATIONAL CHOICE THEORY | Pp 1-9  |
|         | **Social Psychological Theories: Differential Association**                         |         |
| Apr 18 | Read: LILLY 3B: SUTHERLAND’S THEORY OF DA                                           | Pp 41-44 |
| Week 4 | **Social Psychological Theories: Social Control & Self Control**                   |         |
| Apr 23 | Read: (1) LILLY 6A: THE COMPLEXITY OF CONTROL…  
(2) LILLY 4D: CONSEQ. OF THEORY: POLICY IMPLICATIONS | Pp 99-112 |
|         | **Labeling Theory and Diversion**                                                   |         |
| Apr 25 | Read: LILLY 7: THE IRONY OF STATE INTERVENTION                                     | Pp 123-147 |
| Week 5 | **MIDTERM EXAM**                                                                  |         |
| Apr 30 |                                                                                   |         |
May 2  **Gangs and Poverty**  
**Read:**  
(1) WALKER 2D: ETHNIC YOUTH GANGS  
(2) WALKER 3: RACE, ETHNICITY, SOC. STRUCTURE, & CRIME  
Pp 64-71
Pp 77-102

Week 6

May 7  **Gangs, Neighborhoods, and Social Disorganization**  
**Read:**  
SHAKUR 1: INITIATION to SHAKUR 4: AMBUSH  
Pp 3-94

May 9  **Social Structural Theories: Social Disorganization**  
**Read:**  
(1) LILLY 3A: REJECTING INDIVIDUALISM...  
(2) LILLY 3D: THE CONSEQUENCES OF THEORY: POLICY  
(3) SHAKUR 5: CAN’T STOP, WON’T STOP to SHAKUR 6: THE JUVENILE TANK  
Pp 33-41
Pp 50-51
Pp 97-200

Week 7

May 14  **Social Structural Theories: Anomie, Opportunity, & Subculture**  
**Read:**  
(1) LILLY 4: CRIME IN AMERICAN SOCIETY: ANOMIE...  
(2) LILLY 3C: CULTURAL DEVIANCE THEORY  
(3) SHAKUR 7: MUHAMMAD ABDULLAH to SHAKUR 8: TAMU  
Pp 53-77
Pp 46-48
Pp 203-280

May 16  **Social Structural Theories: Conflict Theory**  
**Read:**  
LILLY 8: SOCIAL POWER & THE CONSTR. OF CRIME  
Pp 149-181

Week 8

May 21  **Comparison of Social Structural Theories**  
**Read:**  
SHAKUR 9: 48 HOURS to SHAKUR 12: EPILOGUE  
Pp 283-383

May 23  **Gender, Social Structure, and Power-Control Theory**  
**Read:**  
(1) LILLY 6B: HAGAN’S POWER-CONTROL THEORY  
(2) LILLY 10: THE GENDERING OF CRIMINOLOGY  
Pp 113-114
Pp 207-231

**PART III: CRIMINAL CAREERS AND THE JUSTICE SYSTEM**

Week 9

May 28  **Crime Prevention, Life Course Theories, and Desistance**  
**Read:**  
(1) LILLY 14: THE DEVELOPMENT OF CRIMINALS  
(2) UGGEN, MANZA, & THOMPSON: “CITIZENSHIP, DEMOCRACY, & … REINTEGRATION OF CRIMINAL OFFENDERS” (on D2L)  
Pp 307-337
Pp 281-310

May 30  **In-class exercise: Delinquent MONSTERS; Race and Criminal Justice**  
**Read:**  
(1) WALKER 4: JUSTICE ON THE STREETS? POLICE...  
(2) WALKER 6: JUSTICE ON THE BENCH? TRIAL...  
Pp 106-154
Pp 201-227

**NOTE: Monster analysis papers are due at the beginning of 5/30 class**
**Week 10**

**Jun 4 Institutionalization, Race, and the Criminal Justice System**

**Read:**
1. WALKER 7: RACE & SENTENCING: IN SEARCH OF... Pp 231-281
2. WALKER 9: CORRECTIONS IN AMERICA: MINORITIES... Pp 341-369

**Jun 6 Class Discussion and Review**

**Read:** WALKER 11: THE COLOR OF JUSTICE Pp 418-423

---

**TUESDAY, JUNE 11 FINAL EXAMINATION: 5:30PM-7:20PM**

---

6
Sociology 418/518 Criminology and Delinquency Paper Assignment: Analysis of Monster
Due Thursday, May 30th at the beginning of class

This paper focuses on the book by Sanyika Shakur, Monster. This book recounts the author’s experiences becoming involved in a gang and his associated delinquent behavior. His experiences raise questions about the causes of crime and delinquency and how to best respond to this behavior once it occurs.

Your goal in this paper is to relate Shakur’s experiences to the 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 Shakur’s experiences, but that you also go beyond mere description to discuss the ways in which his experiences relate to more general questions about the causes of crime/delinquency, the effects of labeling, 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 the book and (wherever possible) from other class material:**

1. Was it inevitable that Shakur would join a gang? What, if anything, could have prevented it?

2. What factor(s) ultimately stopped Shakur’s delinquent/criminal behavior?
   - Could it have been stopped sooner?

3. Providing examples from the book, explain which sociological theory/theories you think best describe(s) Shakur’s behavior.
   - What does this theory suggest should be done to prevent delinquent behavior?
   - If done in Shakur’s case, would it have helped?

4. What (if anything) could the juvenile/criminal justice system have done to stop Shakur’s delinquency?

5. Why do you think Shakur chose to write this book? What is his main point?

The paper that you write for this assignment should be 5-7 pages in length, typed, and double-spaced. You will be graded on the quality of your writing, the clarity and accuracy of your arguments, and the overall coherence of your paper. The **primary consideration** in grading will be your ability to successfully tie class material to the book (therefore, you are expected to refer to class material, such as lecture and required readings). When you refer to the Monster book or to class notes/readings, be sure to provide a citation [e.g., (Lilly et al. 2007), or (class notes 2/20/2011), or (Walker et al. 2007, 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.
Sociology 418/518 Criminology and Delinquency Optional Paper Assignment:
Design/Refine a Pilot Program for the Prevention or Control of Crime/Delinquency
Due Tuesday, June 11th at 5:30 pm

This paper is required for graduate students in place of the final exam. For those writing this paper, your goal is to design a program to prevent or control crime and delinquency. My goal is to test your ability to merge theory and practice, but I sincerely hope the paper helps you pursue or develop your own career interests. Your double-spaced typed paper is due June 11th at 5:30 pm.

I. Introduction [1-2 paragraphs]
   • Summarize the problem, target group, theoretical rationale, operations and goals for your program. It is usually easiest to write this part last, rather than first.

II. Current State of Knowledge [2-4 pages]
   • What do we know about the success of similar programs?
   • I want at least 7 academic sources (e.g. texts and journals). You may also cite government publications, program literature, and personal interviews with academics or practitioners.
   • Try to make a critical, unbiased evaluation of existing sources. Don’t “oversell” your approach.

III. Theoretical Rationale of Your Program [3-4 pages]
   • Summarize the theory your program is based upon in a paragraph or two. In your own words, explain how the theory works. You may draw on theories from social work, psychology, or other disciplines, but connect these ideas to the sociological theories in this class.
   • Be sure to note the level of analysis (e.g., individual, state) appropriate to the theory and program.
   • Explain how the theory specifically applies to the problem, program, and target group you are considering. How will you apply the theory's conceptual tools in this program?
   • Flow diagrams are helpful, but always discuss them in the text.

IV. Program Narrative [1-2 pages]
   • Describe the program’s day-to-day operations in concrete terms. Each will vary, but you might discuss referral and outreach (where you find clients), eligibility requirements, site, duration, participating organizations, and other factors.

V. Goals and Objectives [1-2 pages]
   • State measurable program outcomes (e.g. decrease unemployment rate; increase graduation rate, decrease self-reported delinquency, increase self-esteem).

VI. Evaluation and Conclusion [1-2 pages]
   • Outline a strategy to measure performance, or program results
   • Briefly summarize your proposal and make your final pitch for funding.

VII. Bibliography [1 page]
   • I would like to see about 7-10 decent sources (i.e., refereed publications) referenced.
   • Credit all sources (names, dates, titles, page numbers, etc.) so I can refer to them if necessary.

You must communicate your ideas clearly to make an effective proposal. You will be graded on clarity and the specificity and appropriateness of the literature and program design, as well as the overall logic and internal consistency of your argument.