



Western University
SOCIOLOGY 2266A-001

Introduction to Criminology

Fall 2018

Mon 9:30-12:30, TC 141

Instructor: Dr. Sean Waite

Office Hours: Fridays, 9am-11am

Department of Sociology, Office: SSC 5401

Email: swaite3@uwo.ca

Teaching Assistant(s):

TBD

Office Hours: By Appointment, SSC XXXX

Email: TBD

Course Description

Criminology is an interdisciplinary field built around the scientific study of crime and criminal behaviour, including their form, causes, legal aspects, prevention, and control. This course provides a comprehensive introduction to the sociological aspects of crime in Canada. The measurement patterns, causes and social explanations of criminal behaviour will be examined.

Course Organization

Class time will combine lectures, structured class discussions, conferences and possibly short films.

Antirequisites: There are no anti-requisite to this course.

Prerequisites: 1.0 from: Sociology 1020, 1021E, 1025A/B, 1026F/G, 1027A/B.

Learning Outcomes

At the end of this course students will be able to:

1. Explain the extent and nature of crime in Canada and how it compares to the United States.
2. Understand the data and methods used by criminologists to study crime, including their strengths and limitations.
3. Understand the underlying assumptions, strengths and weaknesses of competing criminological theories.
4. Understand the social causes and consequences of crime.
5. Critically analyze the criminal justice system, laws and public policies aimed at controlling crime.

Required Text

1. [Schmallegger, Frank and Rebecca Volk. 2017. *Canadian Criminology Today 6th edition*. Toronto: Pearson. \\$106.95](#)
2. Reiman, Jeffrey and Paul Leighton. 2013. *The Rich Get Richer and the Poor Get Prison: Ideology, Class and Criminal Justice*. Tenth Edition. Boston: Pearson. (Used copies of older editions can be purchased online for roughly \$20.00; new \$53.83 online)
3. Articles or book chapters assigned in the detailed reading list, excluding those marked optional.



Previous editions of the Schmallegger and Volk text are available; however, it is your responsibility to read the most updated content.

Optional Readings

1. Beckett, Katherine and Theodore Sasson. 2004. *The Politics of Injustice: Crime and Punishment in America*. Thousand Oaks: Sage.
2. Goffman, Alice. 2014. *On the Run: Fugitive Life in An American City*. Chicago: University of Chicago Press.
3. Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Method of Evaluation

Research Paper Proposal:	October 15, 2018	10%
Midterm Exam:	October 22, 2018	25%
Research Paper:	November 19, 2018	25%
Final Exam:	During Exam Period	40%

Evaluation Breakdown

Midterm and Final Exam

This course will consist of two in class examinations (midterm and final). Both will consist of predominantly multiple-choice questions but they may also contain true or false, fill-in-the-blank or short answer questions. The detailed format of the examination, including the number of questions, will be provided prior to the exam date. The final exam will be cumulative but there will be a **greater focus** on material from the second half of the course. The material on the exams will cover lectures, discussions, films, documentaries and readings.

Research paper and proposal

Students will write an original research paper on any criminological topic. Please see the teaching assistant if you are concerned about the suitability of your topic. You are expected to integrate at least one criminological theory into your analysis and should also consider how age, class, race/ethnicity and gender relate to your topic. Papers should be between 8 and 10 double-spaced pages and include a minimum of 8 peer-reviewed sources. Students must also complete a self-assessment form and attach it to the **back of the term paper**. I will provide more information about the self-assessment in class.

The research papers will be evaluated on the following criteria:

- The introduction very clearly outlines the issue / debate / problem and sets the stage for the thesis statement.
- The thesis statement is clear, concise, and perfectly defensible.
- A diverse range and adequate number of sources are used.
- The analysis reflects the writer's ability to engage in critical thinking about the literature and theory, beyond what was simply presented in the course material.
- At least one criminological theory is presented and used to support the author's thesis statement. The paper shows an in-depth understanding of the theory, beyond what was presented in lecture.
- The material very clearly supports the thesis statement.
- The paper does an excellent job of weaving sociological factors such as age, race, class and gender into the arguments.
- The in-text citations are written correctly using ASA style.
- The reference list is written correctly using ASA style.
- Overall, the paper reflects a deep, nuanced understanding of the literature, theory and course material.
- Overall, the paper is richly developed, well-organized and clear.
- Overall, the writing style is clear, interesting and engaging.
- The writing flows easily, with well-chosen vocabulary and transitions between paragraphs.
- There are very few, if any, errors in grammar or punctuation.

Note: There are some topics that students find particularly interesting and want to write about, such as serial killers or mass murder. These are indeed criminological topics but are often studied exclusively from the psychological and psychiatric perspective. Students who write on these topics should do so from a sociological perspective and integrate age, race/ethnicity, class and gender into their analysis. I strongly encourage students interested in these topics to see me during office hours before submitting their research proposals.

Students having difficulty choosing a topic are encouraged to write a term paper that answers the following question: Are tough on crime laws, such as mandatory minimum sentences, effective at reducing crime? In your answer be sure to incorporate two theories, counter arguments, and include a discussion on gender, age, race and class.

You must submit a one page research paper proposal on **October 15, 2018**. You should include a working thesis and **at least five academic citations** to demonstrate that you have started to review of the literature on your topic. This must be in [American Sociological Association \(ASA\) format](#). References should be included on a separate page. You will be evaluated on the thoroughness of your proposal, the references cited, style and the relevancy of your topic.

Formatting requirements

Marks may be deducted if you do not follow these instructions:

Times New Roman font	1 inch (2.54cm) margins on all sides	Paragraph spacing should be double-spaced.
12-point font size	Pages should be numbered in the right side of the <u>footer</u> starting on the first page of text, not the title page	Your full name should appear in the right side of the header.
Always use the name as it appears on OWL.	Pages should be stapled, no paper clips, no folders, no glue, no tape, no gum, or other inventive ways of holding papers together	ASA (American Sociological Association) style.

Submitting your paper and TURNITIN

All papers should be submitted in hard copy during class. Late assignments should be emailed to me at swaite3@uwo.ca. You must also submit your paper to TURNITIN through OWL. This is done by submitting your paper on OWL in the “assignments” tab.

Clickers

As a way to maximize student engagement and participation during class, we will be using iClickers. This is a ***free app*** (Western has purchased a university subscription) that can be downloaded on your smart phone, tablet or laptop. There are ***no marks attached*** to the use of iClicker. This is simply a fun way to engage and participate with the class. Please create an iClicker account by visiting <https://www.iclicker.com/>. You can also download the app for your smart devices. Again, this is free and you do not need to purchase anything to use this software. Your participation is voluntary and all responses will be anonymous. The data will not be used for evaluation purposes.

How to Contact Me

- In person: during office hours
- By telephone: 519-661-2111 87689
- By email: swaite3@uwo.ca

If you have questions regarding the course, material, readings, assignments or general evaluation please ask during class. There will likely be other students who have the same question. I am typically available for 10 minutes after each class for quick questions. If you have more substantive or private questions please come to my office hours.

Email Etiquette

Your emails to me should be formal. For example, Dear Professor Waite or Dr. Waite; Dear Mr. / Ms. <Teaching Assistant’s last name>. I respond to emails within 24 hours but I will not respond to questions where the answer can be found on the course outline. Similarly, I will not respond to questions that require a considerable amount of detail to answer. These are questions that should be asked in class or during office hours. Please consider the following before emailing me (or the teaching assistants):

- Will other students have the same question? If so, ask during class.
- Have I looked for the answer on the course outline?
- Have I looked for the answer on OWL or the posted slideshows?
- Have I asked a fellow student?
- Am I asking a question about material that was covered when I was absent from class? If so, you need to speak with a fellow student. I do not “let you know what you missed” via email.
- Is my question better suited for a face-to-face discussion? For example, if you are asking for my thoughts or to brainstorm ideas. If this is the case, you must come to my office hours.

I will not respond to questions that require a considerable amount of detail to answer. You must come to my office hours for these questions.

How to Contact Your Teaching Assistants

Our teaching assistant is a wonderful source of information. They will be marking your research proposal and final term paper in accordance with the criteria listed above. If you have questions about the research paper, feel free to contact them via email or drop by their office hours.

- TBD

How to get important information

Make sure to check the course OWL site regularly for course updates, cancellations, and other course-related postings. You are also responsible for any emails I send to your Western email account. Please be sure that you can receive and access emails from this account.

Important Policies

Plagiarism

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or in-text citations. Plagiarism is a major scholastic offence (the [Scholastic Offence Policy](#) can be viewed in the Western Academic Calendar).

Missed Exams

Make-up exams will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with the *Academic Counseling office* at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam.

If you miss an exam (or assignment due date) due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances to your *Academic Counselor* within 48 hours. If your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date an assignment is due. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to write a make-up exam (or hand in your assignment at a later date).

Make-up Exams

There will be one makeup date set by the Department for students needing to write a make-up exam (with approved accommodation from your academic counseling office). This makeup exam may or may not be in the same format as the original exam.

If a student misses a make-up exam due to sickness or another documented reason, then the weight of the mid-term will be added to the weight of the final exam. In cases where there is no approved justification for the absence, the student will receive a grade of zero on the exam.

Late Assignments

All assignments are *due in class*. Late assignments can be emailed to me (swaite3@uwo.ca). If I receive your assignment by email, it is considered late. Only under the rarest of circumstances do I accept none late assignments via email. For each day your assignment is late you will be deducted 1% from the final grade. For example, 1/10 each day the research proposal is late or 1/25 for each day the final paper is late. If you are unable to complete your assignment on time because to medical reasons, please see the Academic Counselling for accommodation.

Scantron Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Laptops, Phones and Tablets

All types of technology are welcome in my class but *they must not interfere with my lecture or distract other students*. Please note, research suggests students do better when taking notes by hand. If your electronic device

distracts me or other another student (Twitter, Facebook, movies, games etc.) you will be asked to put them away and not permitted to use them for the remainder of the class. Cell phones should be turned to silent at the beginning of class.

Recording Devices

No recording devices can be used in class. Some of the topics we discuss may be sensitive. If students choose to share personal stories or experiences they should not worry that they are being recorded. If you require a recording device for medical or other reasons, please see me.

Lectures and Course Materials

Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright is an academic offence.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at

www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western

(http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Western Campus Resources

Psychological Services WSSB Room 4100 519-661-3031 Mon - Fri 8:30am - 4pm	Wellness Education Centre UCC Room 76 519-661-2111 x.87127 Mon – Fri 10am - 6pm	Peer Support Centre UCC Room 256 Mon – Fri 10am - 4pm	Student Health Services (SHS) UCC Room 11 Mon – Thu 9am-7pm Fri 9am – 4:30pm, some Sat
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Off Campus Resources

Good2Talk, 24/7 phone support	1-866-925-5454
First Nations and Inuit Hope for Wellness Help Line	1-855-242-3310
MentalHealthHelpLine.ca	1-866-531-2600
DrugandAlcoholHelpline.ca	1-800-565-8603
ProblemGamblingHelpine.ca	1-888-230-3505
LGBT Youthline	1-800-268-9688
ReachOut247.ca	519-433-2023 or 1-866-933-2023

Compassionate Grounds

Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty's Academic Counseling office.

In Case of a Death: Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty's Academic Counseling office.

Grade Guidelines

The Department of Sociology has grade distribution guidelines that all instructors are required to follow. For Sociology courses at the 2200 level, the number of A's is not to exceed the number of B's, and class means are expected to fall in the range of 69% to 73% with a standard deviation of approximately 10. This means that your final grade depends on your ranking relative to other students.

Disputed Grades

Student who wish to dispute the grading of an assignment must write a one-page explanation and justification for having their work re-evaluated. Work will not be re-evaluated on the basis that students were sick or under stress when writing.

Extraordinary Circumstances

In the event of extraordinary circumstances beyond the University or instructor's control, the content and/or evaluation scheme in this course is subject to change.

Course Schedule and Readings

	Date	Topic	Readings
1	September 10, 2018	<p>Introduction</p> <p>What is criminology?</p>	<p>Course Outline</p> <p>Course outline scavenger hunt</p> <p>iClicker introduction and test</p> <p>Schmallegger and Volk: Chapter 1</p>
2	September 17, 2018	Crime Statistics	<p>Schmallegger and Volk: Chapter 2</p> <p>Ouimet, Marc. 1999. "Crime in Canada and in the United States: A Comparative analysis." <i>The Canadian Review of Sociology and Anthropology</i>. 36.3: 389-408.</p>
3	September 24, 2018	<p>Patterns of Crime</p> <p>Conference: Academic research. What are scholarly articles? What is peer-review? How to conduct academic research? Answer question about proposal assignment.</p>	<p>Schmallegger and Volk: Chapter 3</p> <p>Pino, Nathan W. and Robert F. Meier. 1999. "Gender Differences in Rape Reporting." <i>Sex Roles</i>. 40(11/12): 979-990.</p> <p>Keighley, Kathryn. 2017. "Police-reported crime Statistics, 2016." <i>Juristat</i>. 37.1.</p>
4	October 1, 2018	Victimology: The Study of Victims	<p>Schmallegger and Volk: Chapter 4</p> <p>Cohen, Lawrence E and Marcus Felson. 1979. "Social Change and Crime Rate Trends: A Routine Activity Approach." <i>American Sociological Review</i>. 44(4): 588-608.</p> <p>Gaudet, Maxime. 2018. "Police Reported Hate Crimes in Canada, 2016." <i>Juristat</i>. Cat. No. 85-002-x.</p> <p>Conroy, Shana and Adam Cotter. 2017. "Self-reported sexual assault in Canada." <i>Juristat</i>. Ct. No. 85-002-x</p> <p>Optional: Simpson, Laura. 2018. "Violent Victimization of lesbians, gays, and bisexuals in Canada, 2014." <i>Juristat</i>. Cat. No. 85-002-x.</p>
5	<i>October 8, 2018</i>	<i>Reading Week</i>	<i>Reading Week</i>

	Date	Topic	Readings
6	October 15, 2018	Research Proposals Due Classical and Neoclassical Thought Biological Roots of Criminal Behaviour	Schmallegger and Volk: Chapter 5 Schmallegger and Volk: Chapter 6 Mocan, Naci and Erdal Tekin. 2010. "Ugly Criminals". <i>The Review of Economics and Statistics</i> . 92(1): 15-30.
7	October 22, 2018	Midterm Examination (roughly 50 multiple-choice questions) Psychological and Psychiatric Foundations of Criminal Behaviour	Schmallegger and Volk: Chapter 7
8	October 29, 2018	The Meaning of Crime: Social Structure Perspective	Schmallegger and Volk: Chapter 8 Miller, Walter B. 1958. "Lower Class Culture as Generating Milieu of Gang Delinquency." <i>Journal of Social Issues</i> . 14(3): 5-19. Optional: Merton, Robert. 1938. "Social Structure and Anomie." <i>American Sociological Review</i> . 3(5): 672-682.

	Date	Topic	Readings
9	November 5, 2018	The Meaning of Crime: Social Process Perspective	<p>Schmallegger and Volk: Chapter 9</p> <p>Sykes, Gresham M. and David Matza. 1957. "Techniques of Neutralization: A Theory of Delinquency." <i>American Sociological Review</i>. 22(6): 664-670.</p> <p>Chambliss, William. J. "The Saints and the Roughnecks." <i>Society</i>. 11(1): 24-31.</p> <p>Optional: Becker, Howard S. 1963 <i>Outsiders: Studies in the Sociology of Deviance</i>. New York: Free Press. Chapters 1 and 2.</p> <p>Optional: Wiley, Stephanie A. and Finn-Aage Esbensen. 2016. "The Effect of Police Contact: does Official Intervention Result in Deviance Amplification? <i>Crime and Delinquency</i>. 62(3): 283-307.</p> <p>Optional: Shoenberger, Nicole, Alex Heckert and Druann Heckert. 2015. "Labeling, Social Learning, and Positive Deviance: A Look at High Achieving Students." <i>Deviant Behavior</i>. 36(6): 474-491</p>
10	November 12, 2018	The Meaning of Crime: Social Conflict Perspective White-Collar and Organized Crime	<p>Schmallegger and Volk: Chapter 10</p> <p>Barkan, Steven E. 2015. Chapter 13</p> <p>Piquero, Nicole Leeper, Stephen G. Tibbetts and Michael B. Blankenship. 2005. "Examining the role of differential association and techniques of neutralization in explaining corporate crime." <i>Deviant Behaviour</i>. 26:159-188.</p>

	Date	Topic	Readings
11	November 19, 2018	<p>Research Paper Due</p> <p>The Rich Get Richer and the Poor Get Prison (Part 1)</p> <p>The New Jim Crow</p> <p>On the Run</p>	<p>Reiman, Jeffrey and Paul Leighton. 2013. <i>The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice</i>. Toronto: Pearson. Chapters 1, 2</p> <p>OPTIONAL: Alexander, Michelle. 2012. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>. New York: The New Press. (Chapter 1)</p> <p>OPTIONAL: Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." <i>American Sociological Review</i>. 74: 339- 357.</p>
12	November 26, 2018	The Rich Get Richer and the Poor Get Prison (Part 2)	Reiman, Jeffrey and Paul Leighton. 2013. <i>The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice</i> . Toronto: Pearson. Chapters 3, 4
13	SCHEDULED BY WESTERN	Final Examination	Roughly one hundred multiple-choice questions.