

Term Information

Effective Term Autumn 2023
Previous Value Spring 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adjust course to fit new GE Citizenship theme.

What is the rationale for the proposed change(s)?

Adjust to new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3410
Course Title	Criminology
Transcript Abbreviation	Criminology
Course Description	Theories of delinquency, crime, and criminal careers; scientific aspects of crime measurement.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0401
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior
Previous Value Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Provide students with an understanding of criminology.

Content Topic List

- Crime and theories of crime
- Criminological data
- Correlates of crime
- Race and crime
- Social class and crime
- Age, sex, and crime
- Crime indicators
- Biological, psychological, and social causes of criminal behavior

Sought Concurrence

No

COURSE CHANGE REQUEST
3410 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/17/2023

Attachments

- soc3410syllabusGE.docx
(Syllabus. Owner: Downey, Douglas B)
- submission-doc-citizenship.pdf
(Other Supporting Documentation. Owner: Downey, Douglas B)
- 3410 cover letter.pdf
(Cover Letter. Owner: Downey, Douglas B)
- Sociology 3410 4.10.23.docx: Revised syllabus
(Syllabus. Owner: Downey, Douglas B)

Comments

- See the revised syllabus (Sociology 3410 4.10.23) for consideration for the Citizenship theme. The cover letter describes our revisions. *(by Downey, Douglas B on 04/10/2023 09:39 AM)*
- Please see Panel feedback email sent 04/27/2022. *(by Hilty, Michael on 04/27/2022 04:18 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	01/25/2022 09:47 AM	Submitted for Approval
Approved	Downey, Douglas B	01/25/2022 09:47 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/05/2022 05:00 PM	College Approval
Revision Requested	Hilty, Michael	04/27/2022 04:18 PM	ASCCAO Approval
Submitted	Downey, Douglas B	04/10/2023 09:39 AM	Submitted for Approval
Approved	Downey, Douglas B	04/10/2023 09:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/17/2023 02:21 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/17/2023 02:21 PM	ASCCAO Approval



Department of Sociology

College of Social and Behavioral Sciences

238 Townshend Hall

1885 Neil Ave. Mall

Columbus, OH 43210

April 20, 2023

Dear curriculum committee,

Please consider our revision to Sociology 3410, which we are asking to be included in the new GE's Citizenship theme.

Our revision is substantial. We have:

1. Edited the Course Description (p. 1) to clarify how the course engages the GE citizenship theme
2. Added the Citizenship GE goals and objectives verbatim as requested
3. Substantially revised the schedule of classes to clearly show how the required readings and topics engage with the Citizenship GE. The schedule of classes now clearly relates each theory of crime to a specific concept of citizenship and a particular vision of society. We also clearly lay out the required readings with titles and page numbers. We recognized that from the syllabus we originally submitted it would not be obvious to the committee how some topics, like "Trait Theories," would engage the Citizenship theme. To make this connection more explicit, we have added a column to the schedule that describes the connection.
4. Revised the final paper instructions and grading scheme to include a section that requires students to engage explicitly with the citizenship theme in the final paper. This section is worth 25% of the paper grade.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas B. Downey". The signature is written in a cursive style with a long, sweeping horizontal line extending to the right.

Douglas B. Downey
Professor of Sociology

SOCIOL 3410: Criminology

AU/FA Semester 20##

Days and Time (Location)

Professor Information:

Mike Vuolo, PhD

Associate Professor, Department of Sociology

Office: Townshend Hall 109 **Office Hours:** day and time, or by appointment**E-mail:** vuolo.2@osu.edu **Webpage:** <http://u.osu.edu/vuolo.2>**Course material is available on Carmen.*****TA Information:***

Name

Office: Townshend Hall ###**Office Hours:** day and time, or by appointment**E-mail:** name.#@osu.edu**COURSE DESCRIPTION AND OBJECTIVES:**

This course is intended to be a broad overview of criminological theory and research. We will examine two similar questions that are opposite sides of the same coin: why do people obey the law and why do people break the law? We will begin with two weeks on basic definitions and an overview of crime trends. Then, we will spend six weeks of the semester learning theories that explain criminal behavior, or a lack thereof. For each theory, we will think about what kind of concept of citizenship, and what vision of society, is implied by the theory. The final third of the class will explore criminological research on more specific topics within criminal justice and beyond. In this portion of the class we will also discuss the implications of research findings for understandings of citizenship. Students should leave this class with a thorough understanding of current and past crime trends, important criminological theories, how theories are applied within the latest criminological research, and an ability to articulate a variety of perspectives on citizenship and society.

COURSE REQUIREMENTS:**1. 3 Exams: (60% of total grade, 20% each exam)**

There will be three exams in this course, scored from 0 to 50. You are responsible for all material from lectures (including media) and the assigned readings for the exams (although what is important from the readings will be clearly stated in lectures). Both exams will be some combination of multiple choice, matching, and true and false. Each of the latter two exams will not technically be cumulative, but there are concepts that will carry over from the previous parts of the course for which you will be responsible.

2. Quizzes: (20% of total grade)

Every other lecture starts with a brief quiz based on the readings for that week. These quizzes will be some combination of multiple choice, true and false, fill-in-the-blank, or short answer. There will be no quizzes on exam weeks (for a total of 12 "regular" quizzes). There will also be occasional "pop quizzes." Pop quizzes will never count against your grade, but can be used to replace a lower quiz grade. So with each pop quiz, you add to the number of quizzes you can drop. The top 10 regular or pop quiz grades count toward the total quiz credit, with all others dropped. Given that 2 "regular" quizzes (and more with pop quizzes) are dropped, there will be *no makeup quizzes under any circumstances (do not email about making up a quiz)*. To be clear: If you are present for 1 pop quiz, you now have 13 quizzes and drop 3. If you are present for 2 pop quizzes, you now have 14 quizzes and drop 4. And so on.

3. Paper: (20% of total grade)

The paper will take a phenomenon of your choosing, which you will then explain using the theories we learned in class. You must use theories from at least 3 different lectures (defined as unique powerpoint slides) and consider the implications these ideas have for concepts of citizenship. The paper is intended to demonstrate your ability to think critically about what you have learned. It should be at least 5 pages. Guidelines are below.

GE COURSE INFORMATION

Sociology 3410 fulfills meets the GE theme of “Citizenship for a Diverse and Just World.” The goals for this theme are as follows:

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

The expected learning outcomes (ELOs) for the GE theme of “Citizenship for a Diverse and Just World” are as follows:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

How the course will meet the Citizenship Theme GOALS and ELOs:

GOALS:

This course meets citizenship theme goal 1:

- students read, analyze, and critically assess empirical research on a topic or theory each week to critically evaluate cutting-edge criminological scholarship.
- Additionally, students write a major term paper that requires reading, analyzing, and writing on an in-depth independent project on a specific topic in criminology, and applying their chosen topic to the citizenship theme.

This course meets citizenship theme goal 2:

- Students complete in-class group discussions that foster understanding of the lived experiences of fellow classmates as it related to crime and criminal justice.

This course meets citizenship theme goal 3:

- By explicitly linking theoretical perspectives on the causes of crime to conceptions of citizenship and society, this course requires students to think about a broad range of alternative ways of understanding citizenship, along with various visions of society for promoting particular conceptions of citizenship.

This course meets citizenship theme goal 4:

- In-class discussions require students to evaluate their own position in the so-called "birth lottery" of time and space, together with race, class, and gender, that coalesce to determine one's chances of becoming involved with crime, getting caught for a crime, serving time for a crime, and the amount of surveillance experienced even if never serving time.

How this course meets expected learning outcomes of the citizenship theme. Students in this course:

- Evaluate and critically think about how advocacy for change has been a central theme in criminal justice since its inception, and how such calls are related to the realization of full citizenship.
- Discussing and debate proposals for social change using evidence-based logical reasoning to evaluate alternative proposals and interventions.
- Reflect on their own experiences with deviance and crime, both individually as well as in their families and communities.
- Connect these experiences to the trends, theories, and topics within criminal justice explored in the class.
- Understand the varying lived experiences of their classmates.
- Apply what is learned in class to their future career goals, with an eye towards producing citizens who can incorporate a broad variety of lived experiences into their chosen professions.
- Identify how the criminal justice system removes opportunities for citizenship by restricting democratic participation via voting.
- Identify how the criminal justice system formally excludes individuals from full citizenship by restricting opportunities to integrate fully into social institutions.
- Identify how the criminal justice system informally excludes individuals from citizenship by creating patterns of systemic discrimination.
- Identify how surveillance affects whole communities' ability to realize citizenship.
- Evaluate theories that explain these distinctions in citizenship.

- Understand how diverse proposals for social change emerge out of distinct historical and cultural experiences.
- Identify and evaluate their own position in terms of citizenship.
- Identify relevant intercultural differences over time and space.
- Reflect on their own cultural intersections and how this affects their own understanding of their citizenship.
- Understand these differences through the lens of diversity, equity, and inclusion.
- Evaluate how the criminal justice system reproduces inequality at the intersection of race, class, and gender.
- Read and critically think about the lived experiences of those who do (and even do not) have to interact with this system to improve diversity, equity, and inclusion writ large, as this social institution often acts to prevent such improvement by redefining who is a worthy citizen.
- Assess the criminal justice system and related social institutions as a central component of the structures of power that recreate inequality and prevent broad-scale justice.
- Assess how law is a reflection of the culture of those in power, such that it problematizes the traditions of those lacking power and prevents full citizenship.

SCHEDULE AND READINGS

Required Books:

Tibbets, Stephen G., and Craig Hemmens. 2015. *Criminological Theory: A Text/Reader, Second Edition*. Thousand Oaks, CA: Sage.

Walker, Samuel. 2015. *Sense and Nonsense about Crime, Drugs and Communities, Eighth Edition*. Stamford, CT: Cengage.

How to approach the required material for quizzes: The Tibbets and Hemmens sections and the Walker chapters should be read carefully for quizzes. For the Tibbets and Hemmens readings, you want to be sure you know the big picture argument. Do not get too distracted trying to understand methods or very specific findings. My recommendation is to read the introductions and conclusions most carefully, while skimming the rest. A good rule of thumb is that if you can answer the review questions for a reading, you are in very good shape. Also, at the end of the classes that precede quizzes, I will let you know what to concentrate on in the readings for next week's quiz.

Week	Date (<i>quiz/exam/paper</i>) & Required Readings	Conception of citizenship & vision of society
Week 1 Introduction and Concepts	T 8/21	
	Th 8/23	
Week 2 Studying Crime and Crime Trends	T 8/28 <ul style="list-style-type: none"> Tibbetts pp. 1-29: "Introduction to the Book: An Overview of Issues in Criminological Theory" 	Intro: Criminology seeks to apply social scientific methods to the question of why some people are not law-abiding citizens. Thus, at its most basic level, criminology is about citizenship. But different theories imply very different ideas about citizenship and very different visions of society.
	Th 8/30 <ul style="list-style-type: none"> Walker pp. 3-35: "Crime and Policy: A Complex Problem." 	
Week 3 Trait Theories	T 9/4 <ul style="list-style-type: none"> Tibbetts pp. 133-150: "Early Positive School Perspectives of Criminality" Tibbetts pp. 151-160: Lombroso, "The Criminal Man" 	According to trait theories, criminals are different from "normal people" and thus cannot be good citizens. Some early trait theories even viewed criminals as subhuman. Taken to extreme, these ideas lent themselves to authoritarian and even fascist ideologies, as in Nazi Germany's use of "the criminal Jew" to dehumanize and commit genocide against a minority group. Conception of citizenship: limited. (Only "normal" people are capable of good citizenship.) Vision of society: authoritarian
	Th 9/6 <ul style="list-style-type: none"> Tibbetts pp. 173-190: "Modern Biosocial Perspectives of Criminal Behavior" Tibbetts pp. 191-197: Ellis, "A Theory Explaining Biological Correlates of Criminality" 	
Week 4 Opportunity and Situational Theories	T 9/11 <ul style="list-style-type: none"> Tibbetts pp. 39-60: "Preclassical and Classical Theories of Crime" Tibbetts pp. 61-65: Beccaria, "On Crimes and Punishments" 	Classical deterrence theories and their modern counterparts see criminals as rational – they respond to incentives. These theories suggest that societies should increase the costs of crime via certainty of punishment, intensive policing, and increased security to reduce opportunities for crime. Conception of citizenship: social contract Vision of society: punishment-centered
	Th 9/13 <ul style="list-style-type: none"> Tibbetts pp. 73-86: "Deterrence, Rational Choice, and Routine Activities or Lifestyle Theories of Crime" Tibbetts pp. 87-94: Braga & Weisburd, "The Effects of Focused Deterrent Strategies on Crime" Tibbetts pp. 109-117: Sherman et. al, "Hot Spots of Predatory Crime" 	
Week 5	T 9/18 <ul style="list-style-type: none"> Tibbetts pp. 261-273: "The Chicago School and Cultural and Subcultural Theories of Crime" 	According to cultural and subcultural theories, criminals are enmeshed in deviant subcultures, where they learn anti-social norms. These theories suggest that societies should inculcate

Ecological and Learning Theories	<ul style="list-style-type: none"> • Tibbetts pp. 275-278: Shaw & McKay, “Delinquency Rates and Community Characteristics” • Tibbetts pp. 288-296: Copes et. al, “Peaceful Warriors: Codes for Violence among Adult Male Bar Fighters” <p>Th 9/20</p> <ul style="list-style-type: none"> • Tibbetts pp. 297-307: “Learning Theories” • Tibbetts pp. 326-328: Sutherland, “A Sociological Theory of Criminal Behavior” • Tibbetts pp. 329-336: Akers, “A Social Learning Theory of Crime” 	<p>prosocial norms and provide positive rewards for prosocial behavior.</p> <p>Conception of citizenship: achieved through moral education</p> <p>Vision of society: paternalistic</p>
Week 6 Review and Exam 1	<p>T 9/25 REVIEW</p> <p>Th 9/27 EXAM 1</p>	
Week 7 Control Theories	<p>T 10/2</p> <ul style="list-style-type: none"> • Tibbetts pp. 307-324: “Control Theories” • Tibbetts pp. 337-345: Vieraitis et. al, “Do Women and Men Differ in their Neutralizations of Corporate Crime?” <p>Th 10/4</p> <ul style="list-style-type: none"> • Tibbetts pp. 346-356: McKay, “Unattached Kids, or Peer Pressure? Why Do Students Carry Firearms to School?” 	<p>According to control theories, crime results from lack of attachment to social groups. They suggest that societies should intervene early with social workers and health care providers to increase the bonds between caregivers/parents and children</p> <p>Life course theories are a subset of control theory focusing on how criminality develops and wanes across individuals’ life course. These theories emphasize early risk factors, socialization by deviant peers, the development of criminal careers, and finally “aging out” of crime. Life course theories also focus on <i>transitions</i> in the life course, such as marriage or employment, which can alter criminal careers.</p>
Week 8 Control Theories 2: Life Course Theories	<p>T 10/9</p> <ul style="list-style-type: none"> • Tibbetts pp. 399-407: “Life Course Perspectives of Criminality” • Tibbetts pp. 408-420: Piquero et. al, “Criminal Career Paradigm” • Tibbetts pp. 488-498: Thornberry, “Toward an Interactional Theory of Delinquency” <p>Th 10/11</p> <ul style="list-style-type: none"> • No class 	<p>Conception of citizenship: achieved through healthy developmental bonds to society</p> <p>Vision of society: therapeutic</p>
Week 9 Strain Theories	<p>T 10/16</p> <ul style="list-style-type: none"> • Tibbetts pp. 215-237: “Early Social Structure and Strain Theories” <p>Th 10/18</p> <ul style="list-style-type: none"> • Tibbetts pp. 238-243: Merton, “Social Structure and Anomie” • Tibbetts pp. 250-260: Agnew, “Building on the Foundation of General Strain Theory” 	<p>Structural strain theories see criminals as sharing the same values as everyone else. Inequitable social structures produce strain by limiting people’s ability to achieve success via legal means. Strain theories suggest that societies should reduce stratification and improve opportunities for disadvantaged individuals and groups. In this view, everyone needs equitable access to education, health care, employment, and other opportunities necessary for a fulfilling and constructive life.</p>

		<p>Conception of citizenship: flows from equal access to opportunity</p> <p>Vision of society: redistributive</p>
<p>Week 10 Labeling, Conflict, and Critical Theories, Exam 2 Review</p>	<p>T 10/23</p> <ul style="list-style-type: none"> Tibbetts pp. 357-368: “Social Reaction, Critical, and Feminist Models of Crime” Tibbetts pp. 369-379: Zhang, “Informal Reactions and Delinquency” Tibbetts pp. 388-398: Burgess-Proctor, “Intersections of Race, Class, Gender, and Crime” 	<p>These theories emphasize hierarchies of power: societies <i>produce</i> crime and criminals among the lower-class and minority groups (labeling theory); the powerful avoid being defined as criminal (conflict theory); patriarchy and dominant forms of masculinity contribute to violence (feminist theories). Together, they suggest that societies should decriminalize the poor, hold the economically powerful accountable, and oppose patriarchy.</p> <p>Conception of citizenship: achieved through social justice</p> <p>Vision of society: anti-hierarchical</p>
	<p>Th 10/25</p> <ul style="list-style-type: none"> Exam 2 Review 	
<p>Week 11 Exam 2 and Criminal Justice Processing</p>	<p>T 10/30</p> <ul style="list-style-type: none"> Exam 2 	<p>How does the American criminal justice system really work? For discussion: what assumptions about citizenship, crime, and society are embedded in this system? What assumptions are reflected in common <i>myths</i> about the criminal justice system?</p>
	<p>Th 11/1</p> <ul style="list-style-type: none"> Walker pp. 36-52, “Models of Criminal Justice” Walker pp. 53-74, “The Going Rate” Walker pp. 180-200, “Close the Loopholes” 	
<p>Week 12 The police</p>	<p>T 11/6</p> <ul style="list-style-type: none"> Walker pp. 93-121, “Unleash the Cops!” 	<p>Careful research shows that adding more police officers is not cost-effective. More detectives, more patrols, more broad-based surveillance, faster response times, and relaxing the rules police have to follow are all <i>ineffective in reducing crime</i>. What does work? Carefully-planned and focused problem-oriented policing.</p> <p>What conceptions of citizenship and society are supported by these research results?</p>
	<p>Th 11/8</p> <ul style="list-style-type: none"> No reading 	
<p>Week 13 Paper due Legitimacy and Compliance</p>	<p>T 11/13</p> <ul style="list-style-type: none"> Paper due, no class 	<p>Empirical research suggests that increasing the <i>legitimacy</i> of the criminal justice system can encourage law-abiding behavior. Eliminating discrimination and police misconduct could improve legitimacy, but we don’t know whether these things would reduce crime.</p>
	<p>Th 11/15</p> <ul style="list-style-type: none"> Walker pp. 283-300, “Gain Compliance with the Law” 	

		Decriminalization is not likely to reduce crime, with the possible exception of drugs. What conceptions of citizenship and society are supported by these empirical findings?
Week 14 Punishment	T 11/20	Could we reduce crime by locking up the serious repeat offenders? Preventive detention, mandatory minimums, and selective incapacitation all aim to achieve this. However, research suggests this is not a realistic strategy, in part because it is difficult to predict which individuals will become serious repeat offenders. What conceptions of citizenship and society are supported by these empirical findings?
	<ul style="list-style-type: none"> Walker pp. 75-90, "The Prediction Problem" Walker pp. 146-179, "Lock 'em Up!" 	
	Th 11/22	
	<ul style="list-style-type: none"> Thanksgiving, no class 	
Week 15 Re-integration and recidivism	T 11/27	Research suggests that probation and parole are appropriate for many offenders, and that abolishing parole would likely <i>increase</i> crime. However, intensive supervision, traditional diversion programs, home confinement with monitoring, and "boot camps" do not reduce crime. Further, traditional reentry programs have not been very effective. Restorative justice programs are promising but their impact is unproven. On the other hand, there is evidence that drug courts can be effective treatment programs and that police-community partnerships can reduce serious crime. What conceptions of citizenship and society are embedded in these approaches, and what do research results suggest about them?
	<ul style="list-style-type: none"> Walker pp. 251-282, "Treat 'em!" Walker pp. 339-368, "Crime and Community: Putting it All Together" 	
	Th 11/29	
	<ul style="list-style-type: none"> EXAM 3 REVIEW 	
Week 16	T 12/4 – EXAM 3	

SOCIOL 3410: CRIMINOLOGY TERM PAPER DETAILS

Submission policy: This paper is due 11/13 at 12:45 p.m. You are to upload the paper to Carmen, as well as bring a hard copy to class. Be sure to put your name on your paper. *No extensions will be granted.* Beginning with a grade reduction at 12:45 p.m., grades will drop a third of a grade for every hour that passes, effectively giving you an "F" by the 12th hour. *We will use whichever is later, the Carmen timestamp or the hard copy, to determine your late penalty.* Assume the worst will happen, and start the paper as soon as possible.

Overview: For this paper, you can choose any topic in which you are interested, so long as it is related to crime, deviance, delinquency, or criminal justice in some way. I encourage you to choose a topic that excites you. You are to then explain that phenomena using the sociological theories that we have

learned in class, with at least three lectures utilized in your explanation. You must then review what researchers have found on the topic. Finally, you must explain which conception of citizenship and vision of society these findings best support. The paper should be at least 5 pages, double-spaced with 1 inch margins in 12 point Times New Roman font.

Specifics and grading: Below, you will find further instructions and how grading will work for the paper. The paper is graded out of 40 points and is worth 20% of your final grade.

1. **Choosing a topic (5 points):** So long as you choose an appropriate topic and describe why the topic is important and why you chose it, you will get these 5 points. As stated above, you can choose any topic that you like, so long as it can be explained well using the theories we have learned in class. To get you thinking, examples include specific types of crime (for example, homicide, assault, theft, embezzling, drug trafficking, stalking, etc.), crimes that occur in specific places (for example, white collar crime, college sexual assault, etc.), crimes with specific victims (for example, child abuse, spousal abuse, elderly abuse, etc.), victimless crimes (for example, specific types of substance use, gambling, etc.), groups of crimes (for example, terrorism, mass murder, etc.), topics in criminal justice (for example, racial discrimination, police use of force, recidivism, reintegration, etc.).
2. **Explaining your topic with theories (10 points):** You are to explain your topic through the theories we learned in class. You must use at least three theories *from three different lectures* (here, lectures are defined as unique sets of lecture slides). These must be the sociological theories, thus Lectures 4 to 10. You can use more than three theories, including different ones from the same lecture, as long as you reach the minimum of theories from three lectures. In this section, you should be specific about how the theory explains the topic. Merely stating the main premise of the theory is not enough: you must take us through the logic of the theories you are using and specifically describe how it can be used to explain your topic. You do not need to include citations for the theories, so long as the name of the theory and theorist is clearly stated.
3. **Summarize existing research on your topic (15 points):** Next, you must do a short review of what researchers have found on your topic. You must include at least 5 academic articles published since 2000, synthesizing what those articles have concluded on your topic of interest. Finally, in light of these articles, argue which of the theories you reviewed apply best. Any articles will do, so long as they address the topic and are published in academic journals (anything that has "Book Review" in the title of the article, does not count). I include a how-to-find a scholarly article below. You must also include a references section, which does not count toward the 5-page minimum.
4. **Applying research findings to conceptions of citizenship and society (10 points):** Finally, you must discuss which conception of citizenship and which vision of society is best supported by the research findings and theory your paper endorses. Explain why the theory and findings support your chosen conception of citizenship.
5. **Other ways to lose points:** You can lose points in other ways as well. This list is not exhaustive.
 - a. If there is any evidence of plagiarism, you will lose points and potentially be reported to the university. You should examine the TurnItIn score for your paper (it takes a minute to update after submission). We will examine anything that breaks 10%. In other words, everything should be in your own words.
 - b. If you do not properly cite the academic articles and/or include a references section, you will lose points. References should be formatted consistently and include authors, year, title, journal name, volume, and pages. (Not just links.)
 - c. If your articles are not from academic journals, you will lose points.
 - d. We will take off points for grammar if we cannot understand your paper.

- e. If you do not meet the length requirement or take some shortcut to achieve it (e.g. mess with the margins), you will lose points.

Mike's guide to finding articles easily

Here is a guide to find academic articles. If you need help finding articles, please begin with library staff before coming to the professor. Bring the assignment with you for the staff. If you still need help after that, feel free to talk to the professor or TA.

1. Go to <https://library.osu.edu/>
2. Click "Research Databases List" on the right
3. In the search box, type "web of science"
4. Select the link for the resource, which states "Web of Science Core Collection." If you are off-campus, you may be prompted to enter your name.# at this point.
5. Under "TIMESPAN," select 2000-2018
6. Under "Basic Search," select "Topic" (should be the default) from the dropdown next to the search box on the right. Type into this search box keywords related to your topic. Now click "Search."
7. Find an article you think fits and that interests you and click the big red box that says "Find It"
8. A new tab will pop up. At this point, there are three possibilities:
 - a. While highly unlikely, it is possible that the university does not have an article in full text because it does not have a subscription, in which case, try another article.
 - b. The article itself might pop up. There will be a link on the top left that says "PDF," which you can click to see the full article, and at the top will be a link that says "Download PDF."
 - c. The third possibility is that the window says, "Click this link to open the selected resource in a new window." If that is the case, click that link, and proceed to the next step.
9. If you had to follow possibility c, a third tab will pop up. Somewhere on the page (the exact location on the page differs by publisher), it will say something like "Full text (PDF)" or just "PDF" that can be clicked to get the full article.

POLICIES AND MISCELLANEOUS

-Grading: While you may get a higher grade based on the performance of the class as a whole (commonly known as a “curve”), at the following cutoffs, you are guaranteed to receive at least the corresponding grade below:

A	93-100 %	B+	87-89 %	C+	77-79 %	D+	67-69 %
A-	90-92 %	B	83-86 %	C	73-76 %	D	60-66 %
		B-	80-82 %	C-	70-72 %		

-Syllabus as contract: As you may have heard in other classes, this syllabus represents a contract between the instructor and student. But, I want to be responsive to what helps students learn. Thus, I may alter the order of content to better facilitate learning. Any such alterations will be announced through the announcements feature in Carmen and through an updated syllabus. The instructor will not do the following, and thus are unalterable parts of this contract: change/curve the grading scheme “upward,” change the dates of the exams (unless the university closes for an emergency), allow extra credit, or make anything due earlier than stated.

-Assignment submission policy: All assignments should be submitted electronically through Carmen. Electronic versions of the paper must be uploaded to Carmen by 12:45pm on the day they are due. No extensions will be granted. Beginning with a grade reduction at 1:00pm by the Carmen timestamp, grades will drop a third of a grade for every hour that passes, effectively giving you an F by the 12th hour. Assume the worst will happen, and start your paper as soon as possible.

-Attendance: Attendance is not mandatory. However, you will be highly disadvantaged by missing class, in addition to missing the pop quizzes. Every semester, the students who attend my classes regularly get significantly higher grades on average than those who do not attend regularly. Please also make every effort to be on time for class, as students entering late can be distracting to both teaching and learning. Also, please do not pack up early; I am aware of the time and will end on time. If you miss class, you should get any notes from a classmate.

-Extra credit: There is **no extra credit** in this class. **Do not email the professor about extra credit: I will only point you to this policy.**

-Missing an exam: Legitimate reasons for missing an exam include verified illnesses, extremely serious family emergencies, and certain documented university activities. **Proper documentation is required to make up an exam. No exams will be given early and any request to do so will be denied.** As soon as you are aware that you will miss an exam, please notify me. All makeups will be given through the Testing Center as soon as possible after the exam date, and it is your responsibility to reach out to me to tell us that you need to schedule a makeup. **Please contact me as soon as possible, preferably by the end of the day of the exam. With the exception of documented extreme circumstances where email communication was not possible, I must hear from you by the end of the workday (5pm) on the day following the exam. Makeup exams must be scheduled within 1 week of the actual exam to count, and it is your responsibility to clear some time from your schedule.**

-Academic help: For academic help, there are a variety of resources on campus. For example, the Writing Center offers free tutorials.

-Computers, phones, and electronics: **Do not receive or make calls or texts during class** and please silence cell phones, including vibrations. Cell phones can be a major distraction for instructors and other students. Students are encouraged to tell the instructor if other students’ cell phone activity is distracting to them. Laptops can be highly advantageous, but must be used appropriately. **All activities on computers during class time must be related to the class.** Students are encouraged to tell the instructor if other students’ non-class-related computer/phone activities are distracting to them. No headphones are allowed at any time. **A general rule for use of electronics is please be considerate of others’ learning.**

-Email etiquette: Don't email me as if I'm your brother. Please include a salutation, use whole sentences, sign it with your name, and proofread before hitting send. **If you want to communicate with me, send an email; do not use any of the communication features in Carmen to directly communicate with me.**

-Academic Misconduct: The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct (<http://studentlife.osu.edu/csc/>) and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." **Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.** Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

My policies: ***Behavior consistent with cheating is grounds for failure of an exam or assignment.*** Do not record my lectures without prior consent from me. Should I give you permission, these recordings are for your personal use only and may not be shared with others. Violation of this agreement will be considered academic dishonesty and dealt with in a similar manner. All lectures are considered copyrighted material and posting anything, written or recorded, derived from the lectures, slides or verbal, whether for profit or not is both illegal and potentially a violation of university policies. ***I will absolutely not tolerate any form of academic dishonesty in this course, and will take evidence of such misconduct to the appropriate departmental and University authorities.***

-Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I will request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307 TDD 292-0901; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. ***Students with documented disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner.*** This syllabus is available in alternative formats on request from the Sociology Advising Office in Townshend Hall.

-Public Health requirements: This course contributes to the following competencies required for the Bachelor of Science Degree in Public Health. Students will enhance their ability to:

1. apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration; health behavior/promotion) to domestic and international population issues.
2. develop quantitative awareness of the multiple-scale, and multiple interactions that characterize public health problems.
3. analyze and interpret fundamental statistical and epidemiological data.

4. write and communicate applicable case summaries.
5. seek employment for entry-level position and/or apply for advanced education and training in public health or related discipline.

-Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the semester. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until: 1. your fees are paid, OR 2. you have met with a Sociology Advisor and Financial Aid and are working to get your fees paid.

-Disposition of Exams and Assignments: ALL EXAMS AND PAPERS WILL BE DISCARDED one year from the date of the final. If you have questions about individual grades or your final course grade, please raise them immediately so that they can be resolved well before this deadline.

-Final note on responsiveness: I always want your feedback, positive or negative, to make the course as useful for you as possible.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)