



SOC 395 Criminology
M/W/F 11-11:50 am
Dr. Stephanie Gonzalez Guittar
Credits: 4 hours
Location: CSS 229

WHAT IS THIS COURSE ABOUT?

This course provides an overview of the study of crime in our society. You will learn about various criminological theories that have been developed to explain why crime occurs. Emphasis is placed on the analysis of these theoretical frameworks, the assumptions they operate from, and how that impacts social policy. In addition, you will learn about where crime data comes from, crime patterns and trends over time, crime typologies, victimology, and a brief overview of the criminal justice system. Emphasis is placed on applying these theories and policy implications to various case studies through your written assignments and class presentations.

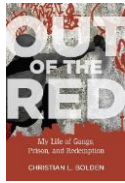
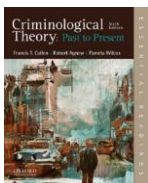
WHAT WILL CLASS BE LIKE?

In this course, you can expect to engage in some discussions about everyday life from a sociological perspective. The class will require active participation which means students should come to class having read the assigned chapters or readings prior to class. You can expect some free write exercises, small group work activities, and lots of reflection exercises to apply the course content to current events, specific cases, or maybe your own life. Students are encouraged to make this class their own by bringing in news stories or outside examples that relate to the course content.

WHAT MATERIALS DO I NEED?

There are two main texts but there will also be supplementary readings (as PDF's) and videos available through Canvas. Check the syllabus schedule and/or weekly modules on Canvas for the readings assigned for each class period.

1. Cullen, Francis T., Robert Agnew, and Pamela Wilcox. 2017. *Criminological Theory: Past to Present: Essential Readings*, 6th edition. Oxford Press. ISBN13: 9780190639341



2. *Out of the Red: My Life of Gangs, Prison, and Redemption* by Christian L. Bolden. 2021. Rutgers University Press.

*Also, you will need to have access to a **Netflix account** to watch a documentary.

Commented [SGG1]: I added this book in the Fall 2021 as a result of some reflection based on the 2020 iteration of this course where I felt the course lacked first-hand accounts that the students could analyze sociologically. The main text (Cullen et al.) is a strict theory book with no real life examples or applications. *Out of the Red* is written by a former gang member who was imprisoned for 7 years and is now a Criminology professor (with a Sociology PhD) at Loyola University. The book offered the perfect balance of a first-hand account blended with sociological theoretical insights that challenged students and spurred deeper discussions on issues we had not discussed in the other text. This is a book that students remember years after reading because of the clear applications of the theories.

WHAT WILL I LEARN IN THIS COURSE?

By the end of the term, each student who has successfully completed the course will be able to:

| Learning Objective | Assignments that meet the learning objective goals |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 1. Compare and contrast various theories of crime and evaluate evidence in support of theories | Exams, Movie Criminological Analysis, Campus Victimization Analysis |
| 2. Assess methods which criminologists use to study crime and criminal behavior | Exams, Design your own CJ system final assignment |
| 3. Identify the social correlates of crime and victimization | Exams, Campus Victimization Analysis, Social policy analysis |
| 4. Evaluate social policy and identify which theoretical frameworks influenced it | Exams, Social Policy Analysis, Out of the Red book reflection/review |
| 5. Analyze the way in which social policy affects crime and the criminal justice system | Exams, Social Policy Analysis, Out of the Red book reflection/review |
| 6. Apply concepts from the course to contemporary issues in criminology | Design your own CJ system final assignment |

Commented [SGG2]: I list the learning objectives with the corresponding assessment to communicate to the students the purpose of the assignments. Although it looks like there are multiple assessments to meet a single objective and that may seem repetitive, the assignments are spaced out so that students are applying and analyzing different criminological theories and practicing their skills in different contexts.

WHAT DO I HAVE TO DO IN THIS CLASS?

Just like every college course, you are expected to attend class on time and come prepared by having read the material, complete all assignments on time and be engaged throughout the class period.

Below is the list of assignments and the points you can earn in the course:

| Assignment | Points | % of final grade |
|------------------------------------------|------------|------------------|
| Reading Guides 2 @ 10 pts | 20 | 6.25 |
| Exams 2 @ 50 pts. each | 100 | 31.25 |
| Written Assignments | 80 | 25 |
| 1. Campus Victimization Analysis | | |
| 2. Social Policy Analysis | | |
| 3. Movie Criminological Analysis | | |
| 4. "Out of the Red" Book Reflection | | |
| Design your own CJ system | 100 | 31.25 |
| Attendance, Professionalism & Engagement | 20 | 6.25 |
| Total | 320 | ~ 100% |

Commented [SGG3]: When I first taught the course in Spring 2020, I also had community events as assignments where we visited the Orange County and Osceola County jails as a class on two separate Fridays. These trips were the highlight of the course as students were able to truly see the effects of the theories and issues we were reading about in our community. Even though the course did not have a CE designation as it did not meet the "partnership" requirement, it still had a similar impact on our students. Since COVID, I have not been able to schedule jail trips. I remain in close contact with the PIO for both of these locations so when in person tours resume, we can return as part of the course.

ASSIGNMENTS

Detailed guidelines and rubrics for all assignments can be found on Canvas. With the exception of reading guides, all work must be submitted through Canvas. **No email submissions will be accepted.**

Reading Guides: Each reading guide will become your study guide for the exam but you will create it as you go. After each reading, you should take down notes on each reading noting any keywords from the text and the take-away points; what you were supposed to learn from the reading. Technically, this means that if called on in class on any given day, you should be able to share what your notes/take-aways were for the assigned readings. I will collect these reading guides before the exam. You will get credit based on how complete your guide is. For full credit, there should be notes from each assigned reading and/or video. You may also include notes you've taken during class to supplement your own. I will provide a basic template but feel free to customize it however it fits your learning needs.

***Reading Guides must be turned in before the exam. NO LATE reading guides will be accepted. Reading guides may be submitted directly through Canvas prior to the exam or you may bring a printed copy and turn in prior to taking the exam.

Campus Victimization Analysis: You will read about environmental victimization theories for class discussion. This assignment asks you to take what you have learned and apply it to our campus. Walk around campus and **take pictures** of “high” and “low” risk victimization places. In your analysis, explain why the images are high and low risk and make connections to specific theories and/or terminology from the readings. We will discuss in class your findings to determine whether there are “hot spots” on campus based on the criminological theories and we’ll compare that to campus safety data.

Social Policy Analysis: You will be assigned an article about a social policy related to criminology. Your job is to read this article closely and sociologically reflect on the origins, context, implications, and your opinion on this policy. There are specific prompts for this assignment that can be found in Canvas.

Criminological Analysis of a Movie: Criminology is everywhere. There are plenty of case studies that can be found in films (sometimes realistic, sometimes not so much). Your assignment is to pick a movie to analyze from a sociological-criminological perspective. You will apply at least two theories to the movie and explain how the theories apply to the plot and/or characters of the film. A list of potential films will be provided. Specific guidelines are in Canvas.

Design your own criminal justice system (or absence of one):
Your task is to consider all of the criminological theories, readings, discussions, documentaries we have discussed this semester and use that information to reform/redesign/reinvent/eliminate/replace our criminal justice system. If you had the power to change the system, how would you? You will be asked to provide empirical evidence for your choices. More details on the specifics of the assignment will be provided in Canvas.

IT IS OKAY TO NEED HELP

Perhaps you've heard of “tough” professors who tell students things like, “Half of you will fail this course!” Well, you need to know this: I want you to succeed in this course—and in life. If you need help for that to happen, please reach out to me. I will either help you myself or try to get in touch with someone else who can help you. Can't afford the books for this class? Can't seem to get the

grades you want? Don't have enough food to eat? Need professional counseling services? Come talk to me. We will find the resources you need to succeed in this course, in college, and beyond.

CAN I TURN IN LATE WORK?

In the event that there are extraordinary circumstances in your life and you are unable to complete work on time, you can reach out to me to explain the extenuating circumstances and request an extension for your assignment. I will accept late work with a letter grade penalty for every day that it is late according to the scale below. If an extension is granted, there will need to be an agreement in writing (via email) of when you will submit you will submit the work. If you get an extension, make sure you are realistic with your timeframe and set a clear deadline. I won't grant extensions to the extension. If you fail to submit the late work by the agreed upon date, then your grade will be zero. One day late=maximum score possible 90%, 2 days late=maximum score possible is 80%, 3 days late=maximum score possible 70%, 4 days late= maximum score possible 60%, 5 days late= maximum score possible is 50%, and so on and so forth. Thus, all work must be submitted within a week of the original due date. Please note that **NO PAPERS WILL BE ACCEPTED VIA EMAIL.**

EXCEPTION TO THE EXCEPTION: Absolutely no late work will be accepted after the last day of classes (not final exam week but the final day of class) and final papers or exams due during finals week need to be submitted by the scheduled day and time. No Final papers or exams will be accepted beyond the scheduled final exam day and time for our class. This will ensure that I have enough time to grade everyone's final assignments and submit final grades on time for everyone.

CLASSROOM ETIQUETTE AND A NOTE ABOUT SENSITIVE TOPICS



This course involves readings and discussions that are sensitive, perhaps even triggering to some people. Throughout the semester we will discuss topics of victimization such as sexual assault, dating violence, and other violent or abusive incidents. I also ask for your utmost respect of others and understand that there may be someone in the room who may have had an experience related to a topic in class and may be sensitive to the topic. This is a learning space and all questions are welcome as long as they come from a positive intention. If you have any concerns about the topics that will be discussed, please talk to me privately prior to the class discussion.

WHAT ARE THOSE UNIVERSITY-WIDE POLICIES?

COVID-19 Guidelines for Fall 2021

The College has worked to create a classroom experience that remains dynamic and engaging while also considering health and safety. All classrooms will have a minimum of three feet between students.

As of August 2021, students must wear masks fully covering their noses and mouths in classrooms; neck gaiters and bandanas are not acceptable. Because students' mouths and noses must remain fully covered, there will be no eating or drinking allowed in the classroom. Students should not adjust the classroom configuration, as each classroom has been set up specifically to meet physical distancing guidelines. The college mask policy may change during the semester due to CDC recommendations and community health conditions.

Students who are not in compliance with these classroom guidelines laid out by the College will be given an opportunity to comply by their instructor. If a student fails to comply when asked, the faculty member will ask the student to leave the classroom. If the student fails to leave the classroom, the faculty member may contact Campus Safety and dismiss the class. The College asks that students do not put their faculty members and fellow classmates in this situation, and instead simply comply with the guidelines as asked. Students who do not follow the College guidelines to create a safe classroom experience may be charged with a violation of the Requests or Orders policy.

Attendance Policy –College Related Business (updated 1/21/2021)

Students are expected to meet faculty expectations for class attendance. It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between “excused” absences and “unexcused” absences, it must be conveyed in the attendance policy. At the instructor’s discretion, a student’s grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to college related business. If a student will miss a class because of participation in college related business, then the student must confer with their instructor as to how and when the make-up work will be done, which includes the possibility of turning work in early. The instructor may not lower a student's participation or attendance grade in the course due to absences resulting from college related business. Instructors need to provide reasonable accommodations for excused absences regarding due dates for assignments and make-up exams whenever possible.

A student will not fail a course because the number of college related business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the learning objectives of the course. In regard to absences due to college related business, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict and obtain an approval. Irrespective of attendance, students remain responsible for all assigned work in the course or instructor approved alternatives. It is the student’s responsibility to discuss with their professor how and when make-up work should be completed before missing class.

The following are considered excused absences:

- participation in Rollins sanctioned varsity competitions (e.g., NCAA athletics, UN and Debate)
- participation in special academic events (e.g., academic conferences accompanied by a faculty or staff from college, project competitions)
- participation in official college business (e.g., student representatives attending meetings related to college governance, admissions recruitment trips, college performances, co-curricular field trips)

All absences are excused at the discretion of the faculty.

Attendance Policy – Religious Holidays (updated 10/20/20)

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between “excused” absences and “unexcused” absences, it must be

conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to religious observances. If a student will miss a class because of religious observance, then the student must confer with their instructor as to how and when the make-up work will be done, which includes the possibility of turning work in early. The instructor may not lower a student's participation or attendance grade in the course due to absences for religious observance. Instructors need to provide reasonable accommodations for excused absences regarding due dates for assignments and make-up exams whenever possible.

A student will not fail a course because the number of religious observances exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the learning objectives of the course. In regard to absences due to religious observances, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict. Irrespective of attendance, students remain responsible for all assigned work in the course or instructor approved alternatives. It is the student's responsibility to discuss with their professor how and when make-up work should be completed before missing class.

Students who need assistance in communicating absences due to religious holiday observance should consult with the Office of Student and Family Care, the Dean of Religious Life, or the appropriate academic dean.

Accessibility Services (updated 5/20/19)

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws that guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <https://www.rollins.edu/accessibility-services> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Academic Honor Code Reaffirmation (updated 7/18/18)

<http://www.rollins.edu/honor-code/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Citation Expectations

As per the Academic Honor Code, plagiarism is defined as "Offering the words, facts, or ideas of another person as your own in any academic exercise." In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use APA/ASA citation style.

Emergency Management (August 2020)

In case of emergency, the Rollins "R-Alert" emergency notification system will be activated. Students are encouraged to maintain updated contact information in the R-Alert portion in Foxlink. In addition, students should become familiar with the Emergency Response Protocols in each classroom, and visit the [Rollins Emergency Website](#) for emergency notifications and related resources.

Recording Device Use and Class Recordings (updated July 2020)

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Likewise, students may not record virtual class sessions without

faculty permission or without proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Title IX Statement (updated 5/20/19)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, (TitleIX@rollins.edu or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit <https://www.rollins.edu/sexual-misconduct/>.

WHAT WILL WE DO EACH CLASS PERIOD? WHAT IS MY HOMEWORK?

This schedule is tentative. As you know, stuff happens and sometimes we have to adjust. Professor reserves the right to make changes to the schedule and any changes will be announced in class and via Canvas.

PDF= Scanned article that can be found in the weekly module in Canvas; CAW= Cullen, Agnew & Wilcox. Criminological Theory: Past to Present.

| Week | Date | Topic | Assignments/Notes |
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| 1 | 8/23 | Course Overview & Intro to Criminology <ul style="list-style-type: none"> What is criminology? | All readings listed=homework for that day. Read before class. |
| | 8/25 | Crime in the time of COVID discussion https://econofact.org/crime-in-the-time-of-covid | |
| | 8/27 | Crime Data and Statistics- Where does it come from? <ul style="list-style-type: none"> PDF. Larry Siegel. "Ch. 2: The Nature and Extent of Crime" from <i>Criminology: The Core</i>. Watch video titled, "How the NYPD abused citizens in the name of data" (18:10) prior to class | Work on your reading guide/takes notes as you read |
| 2 | 8/30 | Crime Data and Statistics <ul style="list-style-type: none"> Watch these videos prior to class: Janet Lauritsen Part 1, 2 & 3 (links in Canvas) The Marshall Project: Crime in Context | |
| | 9/1 | Intro to Modern Criminology <ul style="list-style-type: none"> CAW. Part I. The Origins of Modern Criminology. Pages 21-25. CAW. #1 An Essay on Crimes and Punishments by Cesar Beccaria. Pgs. 26-29. | Work on your reading guide/takes notes as you read |
| | 9/3 | Modern Criminology <ul style="list-style-type: none"> PDF. Larry Siegel. "Ch. 1 Crime and Criminology" | Work on your reading guide/takes notes as you read |
| 3 | 9/6 | LABOR DAY- NO CLASS | |
| | 9/8 | Victims & Victimization <ul style="list-style-type: none"> PDF. Larry Siegel. "Ch. 3. Victims and Victimization" Watch all 3 parts of the NIJ "Interview with Dr. Rebecca Campbell on the Neurobiology of Sexual Assault" Each part is 4-5 minutes long so ~15 minutes for all. | Work on your reading guide/takes notes as you read |
| | 9/10 | Victims & Victimization--- <ul style="list-style-type: none"> Watch: "The Hunting Ground" documentary before class (1:40) | |

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| | | http://ezproxy.rollins.edu:2048/login?url=https://video.alexanderstreet.com/watch/the-hunting-ground?account_id=13584&usage_group_id=98300 | |
| 4 | 9/13 | General Deterrence & Routine Activities Theory (RAT) <ul style="list-style-type: none"> • CAW. #31. Routine Activities Theory. Cohen and Felson. Pages 402-412. • CAW. #28. Reconceptualizing Deterrence Theory. Stafford and Warr. Pgs. 367-372. | Work on your reading guide/takes notes as you read |
| | 9/15 | General Deterrence Theories <ul style="list-style-type: none"> • CAW. #29. Crime as a Rational Choice. Pg. 373-378 • CAW #30. Armed Robbers in Action. Pg. 379-389. | Work on your reading guide/takes notes as you read |
| | 9/17 | Trait Theory <ul style="list-style-type: none"> • CAW. #2. The Criminal Man by Cesare Lombroso. Pgs. 30-32. • CAW. #35. Unraveling Juvenile Delinquency. Glueck and Glueck. Pgs. 456-467. | Work on your reading guide/takes notes as you read Campus Victimization Analysis Due |
| 5 | 9/20 | Trait Theory <ul style="list-style-type: none"> • CAW. #36. Biology and Crime. Pgs. 468-477. • CAW. #37. Personality and Crime: Are Some People Crime Prone? Pgs. 478-486. | Work on your reading guide/takes notes as you read |
| | 9/22 | Killer Inside: The Mind of Aaron Hernandez (Limited Series via Netflix) <ul style="list-style-type: none"> • There are 3 episodes in this series, each episode is ~1 hour so you should start watching these early in the semester so you can discuss in class on this day. | Work on your reading guide/takes notes as you watch |
| | 9/24 | An Overview of Incarceration in America <ul style="list-style-type: none"> • Watch: the documentary "13th" on Netflix • Read: #44. Imprisoned Communities: Coerced Mobility Theory (CAW) | Work on your reading guide/takes notes as you watch |
| 6 | 9/27 | Catch-up Day/Exam Review | |
| | 9/29 | EXAM #1 | Reading Guide due before exam |
| | 10/1 | Social Structure Theories <ul style="list-style-type: none"> • #3. Juvenile Delinquency and Urban Areas. Shaw and McKay. Pgs. 45-51. • #9. Social Structure and Anomie. Robert K. Merton. Pgs. 116-124. | |
| 7 | 10/4 | Social Structure Theories <ul style="list-style-type: none"> • #11. Crime and the American Dream. Rosenfeld and Messner. Pgs. 130-139. | |

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| | 10/6 | Social Structure Theories <ul style="list-style-type: none"> #10. Delinquent Boys: The Culture of the Gang. Cohen. Pgs. 125-129. PDF. Bolden. "Tales from the Hood: An Emic Perspective on Gang Joining and Gang Desistance" | |
| | 10/8 | Social Structure Theories, continued... | |
| 8 | 10/11 | FALL BREAK- NO CLASS | |
| | 10/13 | Social Structure Theories <ul style="list-style-type: none"> #12. Pressured into Crime: General Strain Theory. Agnew. Pgs. 140-149. #8. Elijah Anderson. Code of the Street. Pgs. 93-104. | Work on your reading guide/takes notes as you read |
| | 10/15 | Social Process Theories <ul style="list-style-type: none"> #6. A Theory of Differential Association. Sutherland and Cressey. Pgs. 75-78. #7. A Social Learning Theory of Crime. Pgs. 79-92. | Work on your reading guide/takes notes as you read |
| 9 | 10/18 | Social Process Theories <ul style="list-style-type: none"> #13. Techniques of Neutralization. Sykes and Matza. Pgs. 161-168. How Criminals Justify their Crimes | Work on your reading guide/takes notes as you read |
| | 10/20 | Social Process Theories <ul style="list-style-type: none"> #14. Social Bond Theory. Hirschi. Pgs. 169-177. #16 (Labeling Theory). Crime, Shame, and Reintegration. Pgs. 205-213. #18. Making Good. Pgs. 222-227. | Work on your reading guide/takes notes as you read Movie Analysis Due |
| | 10/22 | Developmental/Life Course Theories <ul style="list-style-type: none"> #38. Pathways in the Life Course to Crime. Terrie E. Moffitt. Pgs. 503-522. | Work on your reading guide/takes notes as you read |
| 10 | 10/25 | Developmental/Life Course Theories <ul style="list-style-type: none"> #39. A Theory of Persistent Offending and Desistance from Crime. Pgs. 523-529. PDF. "I Stopped Shooting Up When I got Married": Desistance, Crime, and Love. | Work on your reading guide/takes notes as you read |
| | 10/27 | Feminist Theories <ul style="list-style-type: none"> #22. Sisters in Crime. Adler. Pgs. 284-291. #23. A Feminist Theory of Female Delinquency. Pgs. 292-298. | Work on your reading guide/takes notes as you read |

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| | 10/29 | <ul style="list-style-type: none"> • #24. Masculinities and Crime. Pgs. 299-310 • #25. Getting Played. Jody Miller. Pgs. 311-318 | Work on your reading guide/takes notes as you read |
| 11 | 11/1 | Catch-up Day/Exam Review | |
| | 11/3 | EXAM #2 | Reading Guide due before exam |
| | 11/5 | “Out of the Red”: My Life of Gangs, Prison, and Redemption- Prologue and Introduction | Takes notes as you read for your book reflection |
| 12 | 11/8 | “Out of the Red”: My Life of Gangs, Prison, and Redemption- Part1, Chapters 1-3 | |
| | 11/10 | “Out of the Red”: My Life of Gangs, Prison, and Redemption, Chapters 4-6 | |
| | 11/12 | “Out of the Red”: My Life of Gangs, Prison, and Redemption, Chapters 7-8 | |
| 13 | 11/15 | “Out of the Red”: My Life of Gangs, Prison, and Redemption, Chapters, 9-11 | |
| | 11/17 | “Out of the Red”: My Life of Gangs, Prison, and Redemption, Chapters, 12-13 | |
| | 11/19 | “Out of the Red”: My Life of Gangs, Prison, and Redemption, Chapters, 14-16 | |
| 14 | 11/22 | Work on Designing your own CJ system assignment | Book Reflection Due |
| | 11/24 | THANKSGIVING BREAK- NO CLASS | |
| | 11/26 | THANKSGIVING BREAK- NO CLASS | |
| 15 | 11/29 | Student Presentations | Reinventing the CJ system assignment due |
| | 12/1 | Student Presentations | |
| | 12/3 | Student Presentations | |

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| 16 | 12/6-10 | FINALS WEEK | Social Policy Analysis |
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