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Office Hours:  
MTWF noon –1pm  
or by appointment  
\*see google calendar

**Required Texts:**  
Alexander, *The New Jim Crow*, The New Press. ISBN: 978-1595586438.

Britton, Jacobsen & Howard 2017, *The Gender of Crime* (2nd Ed.) Rowman & Littlefield. ISBN: 978-1442262225.

DeBecker, Gavin. 1998. *The Gift of Fear*. Dell. ISBN: 0440226198.

Muniz 2015. *Police, Power and the production of racial boundaries*. Rutgers. ISBN: 978-0-8135-6975-8.

Wacquant 2009. *Punishing the Poor*. Duke. ISBN: 9780822344223.

# SOC/WGS 3777-02: Critical Criminology

Spring 2018  
4 credits

Tues/Thurs  
2-3:40pm  
Science 1127

## Welcome!

**CATALOG COURSE DESCRIPTION:** Critical Criminology introduces students to traditional theories in deviance and criminology, then turns to the socio-logical analysis of crime and criminal justice (using the critical lenses of race/class/gender). Students read foundational and contemporary theoretical texts in feminist and critical criminology, which address questions such as, What counts as a crime? Which crimes count? Whose crimes are punished? Who is a perpetrator? Who is a victim? How do social structures create, reduce, or perpetuate crime? Students will use their knowledge in analysis of current events. Topics may include gendered (sex work, domestic violence, victimization), environmental, economic (state-corporate, white-collar), police, hate, and youth crimes.

**THIS IS A WRITING-INTENSIVE COURSE.** More than half the course grade comes from formal, revised writing assignments, and you should expect to workshop and revise your written materials over the semester. You will get and receive feedback on drafts from me and your peers.

Assignments	Points	Due Date
• In-class quizzes (best 20, 10 pts each)	200	Most reading days
• In the News presentation/short essay (300 words)	25/75	Throughout
• Workshops: 300 total points - syllabus - 2 blog posts & wrap-up essay @300 words each - presentations	50 75/essay 25	Throughout
• 1500-1800 word analytical essay	300	1st draft—April 3; Final—May 6
• Preparation & participation	100	Throughout
Total	1000	

I expect you to ....

- Come to class prepared, every time on time
- Keep up with the material covered every week
- Complete and submit your assignments on time
- Produce papers reflecting your own work
- Effectively collaborate with your groups
- Participate in a lively and respectful manner
- Abide by the standards of academic honesty
- Seek help liberally
- Communicate your needs to me

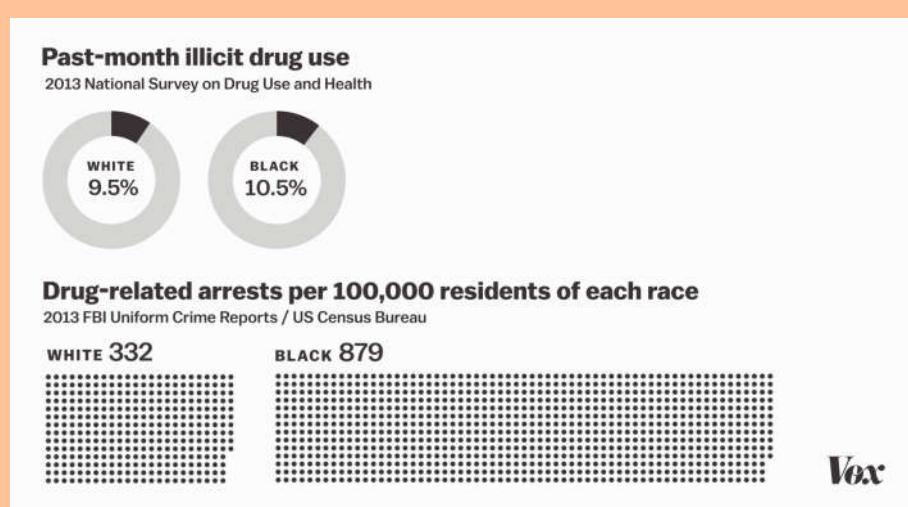
You can expect me to ....

- Come to class prepared, every time on time
- Facilitate classroom hours in inclusive and intellectually stimulating ways
- Hold regular office hours
- Check email at least once every business day
- Create assessments that reflect the learning goals for the course and the material we cover
- Assess your work fairly and efficiently
- Be enthusiastic about what I'm asking you to learn
- Communicate my expectations clearly

## Course objectives

Students who successfully complete this course will:

1. Develop their sociological imagination, the ability to shift outside of one's personal perspective to explain patterns and events in terms of larger social dynamics, in the context of crime and criminal justice.
2. Demonstrate a functional introductory knowledge of sociological/criminological concepts, terminology, and language.
3. Develop a functional introductory understanding of the major theoretical perspectives of criminology; understand and apply feminist and critical critiques of that theory; apply those theories to data to explain social patterns; and evaluate the usefulness of a theory for a particular situation.
4. Increase their awareness and knowledge of inequality in the criminal justice system, on race, class, and gendered axes.
5. Produce and follow a bibliography/reading syllabus in a small discussion group, with mastery of a narrow contemporary field of study
6. Write about criminological research and topics for a scholarly audience
7. Effectively present criminological research to their peers



# Veritas and College Learning Outcomes

This course fulfills the Social Sciences requirement at the Integrations level, and the following College Learning Outcomes:

## Intellectual and Practical Skills:

- Inquiry and analysis
- Critical thinking
- Written communication
- Oral communication

## Assessment

- Developing syllabus
- Analytical essay; developing syllabus
- Analytical essay; blog posts; In the News
- Presentation of workshop readings

## Personal & Social Responsibility Value: Diversity: Intercultural knowledge and competence

This course asks students to learn and contemporary theories of crime, employing the socio-logical imagination in understanding the experience of historically marginalized or disadvantaged groups in and with the criminal justice system.

Students will gain skills and knowledge in these indicators:

- \* **Perspective-taking and Openness:** The ability to hear and hold multiple perspectives while withholding judgment; to move beyond one's own worldview and consider the positions and positionalities of others.
- \* **Structural systems of power, privilege, and oppression:** Knowledge of explicit and implicit social systems that create and maintain inequitable positionalities among different identity groups.
- \* **Reducing oppression:** Application of knowledge and skills toward equity; equity-mindedness.



# Assignments & Grading

## Assignments

This class assigns a variety of types of writing. You will write ...

- a medium-length analytical essay (1500-1800 words) on a topic of your choice engaging one of our primary texts;
- A bibliography & reading syllabus for a subtopic;
- two formal blog posts (~300 words each) summarizing course readings.
- A short essay (~300 words) connecting a current news event to course material.

I highly recommend you take advantage of my office hours; I am always happy to read drafts in advance. Formal revision is required for the short AND long essays. You will also make formal group presentations to the class on assigned readings.

## Workshops

Some class days, you will meet in a small group to discuss readings you collectively decide in a specific area of interest. You will develop a bibliography and 6-week reading syllabus for yourselves, meet to discuss in your small group, post formal blogs summarizing the reading & discussion, and present your material to the class.

## Quizzes

We will also have very short in-class quizzes, in varying formats, every day we do reading. I will count your best **20**. There will be no make-ups.

There is substantial evidence that the process of preparing for quizzes, and then recalling the information for the quiz, is beneficial for long-term retention.

These quizzes are intended to cement your learning of the concepts and terminology of our course, so that you can use them in higher-order thinking for your papers. They also give me a good sense of how effectively I am teaching the class and you are reading the material.



## Grading Distribution (%)

• 94 and up	A
• 90-93	A-
• 87-89	B+
• 84-86	B
• 80-83	B-
• 77-79	C+
• 70-76	C
• 60-69	D
• 59 and below	F

## Attendance & Participation

Learning is about the interaction of minds and ideas in the classroom. Thus, attendance is required; please make sure to sign in every day. You are expected to be ready to discuss the readings for the day. **Lively and respectful participation** is expected; if you have concerns about this, please come talk to me for ideas about how to contribute.

TENTATIVE COURSE SCHEDULE CRITICAL CRIMINOLOGY SPRING 2018			
Date	Day	Topic	Assignments Due
16-Jan	T	Intro to Crim Theory	
18-Jan	R	Intro to Crim Theory	
23-Jan	T	Ferrell, Je . 1999. "Cultural Criminology." Annual Review of Sociology 25(1):395-418.	
25-Jan	R	Alexander / Workshop Prep Day 1: develop a bibliography	Topics
30-Jan	T	Alexander	
1-Feb	R	Alexander / Workshop Prep Day 2: writing the syllabus	Syllabus draft
6-Feb	T	Alexander	
8-Feb	R	Alexander	
13-Feb	T	Sub_eld Day 1 / Muniz	Blog post 1 draft
15-Feb	R	Muniz	
20-Feb	T	Muniz	
22-Feb	R	Muniz	
27-Feb	T	Muniz	
1-Mar	R	Wacquant / Workshop Prep Day 3: revising the syllabus	
6-Mar	T	Wacquant	
8-Mar	R	Sub_eld Day 2 /Wacquant	Blog post 2 draft
Spring Break - March 10-18			
20-Mar	T	Wacquant	
22-Mar	R	Sub_eld Day 3 / Wacquant	Blog post 3 draft
27-Mar	T	Wacquant	
28-Mar	W	Analytical Essay topic due	
Easter Break - March 29-April 1			
3-Apr	T	Sub_eld Day 4 / De Becker	Blog post 4 draft
5-Apr	R	De Becker	
10-Apr	T	Sub_eld Day 5 / De Becker	Blog post 5 draft
12-Apr	R	De Becker	
17-Apr	T	Britton	
19-Apr	R	Britton / Sub_eld Day 6	Blog post 6 draft
24-Apr	T	Britton / Websdale, Neil. 1996. "Predators: The social construction of 'Stranger-Danger' in Washington State as a Form of Patriarchal Ideology." Pg. 91-114 in Making Trouble, eds. Je Farrell and Neil Websdale. New York: Aldine de Gruyter.	
26-Apr	R	Britton	
1-May	T	Britton	
3-May	R	Jenkins, Philip. 1999. "Fighting Terrorism As If Women Mattered: Anti-Abortion Violence as Unconstructed Terrorism." Pg. 319-346 in Making Trouble, eds. Je Farrell and Neil Websdale. New York: Aldine de Gruyter.	
9-May	W	Scheduled exam period: Weds 5/9 10am-Noon. Final Analytical Essay due 10 am.	

# Classroom Policies

## Classroom Atmosphere

**Be respectful** of me, of your classmates, of the College personnel and facilities. This means, at a minimum, silencing your cell phones and minimizing disruptive behavior in class, generally paying attention in class, arriving on time, and staying for the full class period.

**Please choose your words carefully.** The classroom must be a place in which everyone can participate. This means that every person must feel safe enough to express their opinions without fear of ridicule or intolerance. Remember that in good discussions, people critique ideas and not other people. The more heated the social issue we discuss, the more important it is to keep this in mind. It is normal to be or become emotionally connected to the concepts we discuss, and it is normal to have personal experiences related to those concepts. It is also normal for those experiences to be in conflict with the experiences of others in the room. For example, just as there will likely be someone in class who would prefer abortion not be legal, there will also likely be someone in class who has *had* an abortion. It's important to remember this diversity in our discussion so that we maximize, to the extent possible, the vibrancy and respectfulness of our intellectual inquiries.

## General Policies

**Late Work.** I DO NOT ACCEPT LATE WORK. For regular **writing** assignments, *I suggest that you begin your written work early enough to accommodate any last-minute emergencies.* As the saying goes, a failure to plan ahead on your part does not constitute an emergency on my part.

For **exams**, make-ups are only offered at my discretion in instances of unavoidable, reasonable absences, clearly and promptly communicated to me. Make-ups must be taken within one business day of the exam date unless otherwise approved; if you fail to make such an arrangement, you forfeit your right to a make-up exam. If a make-up is approved, you will take it in my office.

An **incomplete "I"** may be assigned under rare and extreme circumstances. You must complete the course by the 10th week of the subsequent term, excluding summer terms. The temporary grade will convert to F if the coursework is not completed within that time frame.

**Unusual circumstances.** You might face unusual circumstances that affect your attendance or your work this semester; these might include religious or athletic commitments, health or personal problems, or other things. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. In the case of major emergencies, please talk to me as soon as you're able. I work hard to make all my courses accessible; normal situations should be handled through the Access Center.

## Classroom Policies, continued

### Academic Honesty

Academic honesty and integrity are highly valued at The College of St. Scholastica. Academic dishonesty seriously violates the integrity of the academic enterprise and will result in academic penalties up to and including dismissal from the College. The full text of the CSS Academic Honesty Policy is found in the Student Handbook or at <http://www.css.edu/Academics/Office-of-Academic-Affairs/Academic-Honesty-Policy.html>. For additional information on plagiarism, including definitions, examples and ways to avoid it, visit <http://libguides.css.edu/GettingStarted/AvoidingPlagiarism>.

*As my colleague Dr. Dietrich notes, "While it might appear that our emphasis on academic honesty is all about rules and the punishments for breaking the rules, I view academic honesty as an issue of personal integrity. Here is a paragraph by Maryellen Weimer, PhD, published in the April 22, 2015, issue of the Faculty Focus newsletter: 'Are students confronting themselves with what cheating does to them? The damage to the sense of self-worth is difficult to repair. Cheaters lie to themselves and they lie to others. By deciding to cheat, these students are telling themselves that it doesn't matter that they haven't learned or haven't done the work, and that it's OK to pretend to others that they have. And those aren't the type of actions that make a person feel proud and accomplished. Cheating may improve a grade but the costs to personal integrity are high and far-reaching. Cheating is an addictive behavior that doesn't stop with one assignments, one exam, or one course. And it doesn't end at graduation.'"*

I will do my best to provide clear guidelines, but if you have ANY question about what degree of cooperation or help is authorized, **please ask!** If I determined that a student has been academically dishonest, I am required to report it.  
Please don't put either of us in that position.



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### Equal Access Statement

Students with disabilities, students who sustained injury in active military service, and students with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Center for Equal Access as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact The Center for Equal Access in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at [access@css.edu](mailto:access@css.edu).

SAVE  
YOUR  
WORK  
REDUNDANTLY.  
-ade

## Contacting me.

The best way to contact me is via **email**: [adevineeller@css.edu](mailto:adevineeller@css.edu). Please read the syllabus thoroughly before emailing me with questions about the course. Don't email me an hour before class starts to ask me questions about the reading or exams; not only will I not have time to respond to you before class, but I will also know you put off the assignment until the last minute. You can expect me to respond to email every afternoon while I'm in my office. (i.e., I might not check email between 5 pm and the start of class the next morning ... plan ahead!)

When you email, please include enough details about the assignment or question that I know what you're asking. I don't like to respond to email when I don't know who it's from. I welcome anonymous emails with suggestions, critiques, or comments about the course.



**Syllabus "quiz."** Please send me an email, before the 2nd day of class, & tell me something you'd like me to know about you (fun, serious, whatever!).

**Office hours.** I have office hours every week, as listed on the first page of this syllabus. Feel free to just drop by or to make an appointment ahead of time for priority. If my scheduled office hours conflict with your schedule, please **email** me to set up an alternate time. **You may drop in if my door is open.**

## Resources

If you are having trouble in class, here are some steps you can take:

- Come to my office hours and talk about it!
- Seek out a tutor that will help with reading, writing, or time management

The **Add/Drop Period** for Spring 2018 Courses ends Monday, Jan 29. Last day to withdraw from a course is Monday, April 2.

**Connectivity problems** will not be accepted as an excuse for delayed work. Please plan ahead.

## Use of Your Work

Sometimes it helps me to use anonymized student work as part of my teaching portfolio, where I demonstrate my teaching methods and success. I also like to use student work as examples in class, for the benefit of other students. If you prefer not to have your work used, please let me know.

## Formatting

References should be formatted in APA style including citations and bibliographic lists.

**Papers missing page numbers or word counts will not be graded.** Your word processor will count the words for you; just put the count in brackets at the end of the paper, like I've done with this item. [38]

I reserve the right to make changes to this syllabus.

## Keeping up on the work: What happens when you have conflicts?

You already know that keeping up on the work is important in this class. But prioritizing and making hard decisions about your time is a learned skill, and you can practice that here too.

You have the option to use, without penalty or question, **two extensions**. Each extension buys you **24 hours of additional time**. You can use them all at once or spread them out. You might choose to save these for when you're sick; you might need to use them when you travel for athletics; you might wish to observe religious holidays other than the College's; you might just want to go sledding or sleep in; or you might use them when you need more time for the material. You don't even have to tell me why. I suggest choosing carefully—because this is the ONLY way to get credit for late work. You don't, of course, have to use all of them.

Of course, you can always turn your work in **\*early\*** to avoid using these extensions.

(Students who have need of special accommodations or encounter emergency situations during the class should talk to me ASAP.)

To redeem, cut out, fill out, and turn in with your quiz at my office.



Who's Herbert Blumer? An American sociologist (1900-1987) who developed the *Symbolic Interactionism* theoretical perspective, in a 1969 book of that name. He challenged reigning ideologies of *behaviorism* and of *positivistic* methodologies. Blumer played pro football for the Chicago Cardinals while completing his doctorate, and then originated the sociology department at Berkeley.

Source: [http://en.wikipedia.org/wiki/Herbert\\_Blumer](http://en.wikipedia.org/wiki/Herbert_Blumer)



Image from [http://sunsite.berkeley.edu/uchistory/archives\\_exhibits/in\\_memoriam/catalog/r\\_herbert.html](http://sunsite.berkeley.edu/uchistory/archives_exhibits/in_memoriam/catalog/r_herbert.html)

## WALL STREET DEMONSTRATORS JAILED FOR PROTESTING:



## WALL STREET BANKERS JAILED FOR DESTROYING THE WORLD ECONOMY:



CLASSMATES:

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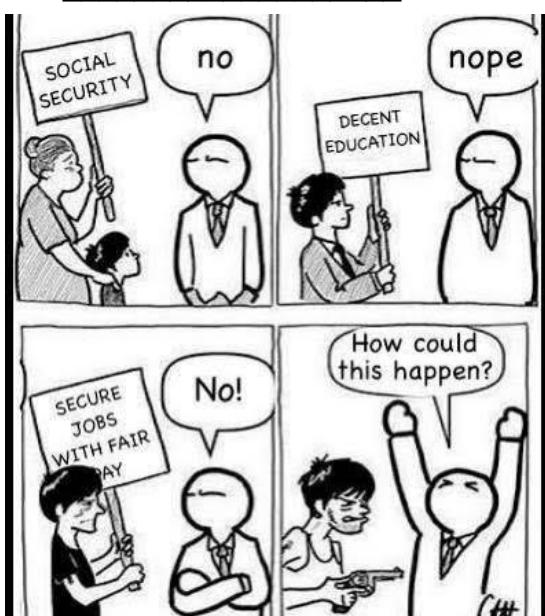


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Name: \_\_\_\_\_

Class: Crit Crim Spring 2018

Assignment: \_\_\_\_\_



Name: \_\_\_\_\_

Class: Crit Crim Spring 2018

Assignment: \_\_\_\_\_