



SOCI-125: CRIME AND SOCIETY

Effective Term

Fall 2023

BOT Approval Date

04/14/2022

Discipline

SOCI - Sociology

Course Number

125

Course Title

Crime and Society

Short Title

Crime and Society

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID SOCI 160

Catalog Description

This course examines crime in American society. The criminalization of behavior, criminal enforcement, the judiciary, corrections, crime prevention, diverse cultures and their relationship to demographic characteristics and other societal institutions will be examined in-depth using established sociological concepts, theories and research methodologies. An evaluation of groups and institutions (political, legal, religious, familial, mass media) is central to the characterization and study of criminology and allows students to develop sociological interpretations of Criminology in American society.

Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Assess and distinguish between concepts and theories which comprise components of crime, deviance, its institutions.
2. Examine the history of the study of criminology and criminological research.
3. Analyze and critique the legal system as a social institution and other institutionalized forms of social control.
4. Distinguish between the different types of crimes and critique the characteristics of each type (ex. street crimes, white collar crimes, corporate crimes, organized crimes, political crimes and juvenile/statutory crimes).
5. Examine concepts and theories related to crime victimology and crime prevention.
6. Analyze the different types of crime data and data collection methods.
7. Differentiate between actual crime and perceptions of crime.
8. Evaluate the ways in which race, class, and gender influence arrest, conviction, and punishment (including the death penalty).
9. Evaluate various data collection methods and research methods associated with the study of criminology.
10. Construct an overview of both early criminological research methods and contemporary established research methods comparing the similarities and differences.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

- Engage in inclusive, respectful conversation with others surrounding the ways in which crime impacts the lives of various social groups.
- Reflect and respond critically on assumptions and biases about crime victims and perpetrators.
- Evaluate various types of crimes. Then examine and reflect on your judgements about their impacts within/on various social groups.
- Explicitly describe popular cultural stereotypes about crime and deviance and provide analysis as to their validity in daily life.

Program Learning Outcomes

Learning Outcome

- Apply Sociological concepts and theoretical perspectives as they relate to modern daily life.
- Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
- Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.
- Explore connections between institutional and societal (domestically and globally) developments in Sociology.
- Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

1. Sociologically Defining Crime and Deviance

- What is crime and deviance
- Social construction of crime and deviance (common law, historical criminal law, contemporary criminal law)
- Criminological research methods (early historical, contemporary)
- Ethical issues in criminological research (examine the role of white supremacy, racism, colorism, sexism, ablism and classism in criminological research)
- Sociology of law, sociological criminology, developmental criminology
- Trends toward equitable change in criminological research

2. History of Criminology, Policing, Corrections

- History of criminology and criminological theories
- The origins of the legal system and modern policing (ex. small village and community enforcement, slave era plantation overseer, militia, Irish Americans in policing, early jails, early criminal psychiatric facilities, community and traveling judges)
- Thirteenth amendment to the US Constitution and provisions for slavery through prisons
- Prison industrial complex (prison populations, systemic factors in recidivism etc.)
- Different types of policing such as: self policing, community policing and formal institutionalized police
- Early and contemporary criminology and ethical challenges (ex. forced sterilization of prisoners, racism and classism in enforcement, judiciary and corrections, police brutality, prison labor, for profit prisons etc.)

3. Crime Data

- Review various crime data collection (UCR, crime commission/self-report surveys/reports)
- Examination of the National Crime Victimization Survey (NCVS)
- Analyzing crime data
- Critically identifying and evaluating trends and patterns in crime and deviance (patterns in race, ethnicity, socioeconomic status, gender, age)

4. Criminological Theories from a Sociological Perspective

- Social structure, disorganization, anomie and strain theories (socioeconomic status poverty and wealth)
- Conflict theories on crime and deviance (feminist and intersectional feminist)
- Rational choice theories
- Development and trait theories (sociobiological)
- Social process theories (learning and labeling theories)

5. Critical Criminology and Restorative Justice

- Critical criminology (historical and contemporary)
- Critical criminological definitions of crime
- Dysfunctional social institutions and crime (inequitable policing, social service limitations, unemployment fluctuations etc.)
- State-organized crime
- Instrumental and structural theories of crime
- Gender, power and peace theoretical perspectives (critical feminist, power-control and peacemaking perspectives)

6. Victimology

- What is victimology
- Issues associated with crime victimization (individual, group, societal, institutional)
- Victim characteristics
- Theories of victimization (precipitation theory, lifestyle, place, routine)
- Victims' rights, care and advocacy

7. Violent Crime

- Causes of violence (abuse, neglect, substance abuse, national values, cultural values)
- Rape (types of rapists, types of rape, rape and the law, rape myths, rape and the legal system)
- Homicide (types of homicide, prevalence of homicide)
- Assault (dating, family, acquaintance)
- Robbery
- Hate crimes (prevalence, rates, types of crimes with hate crime enhancements)
- Interpersonal violence (stalking and workplace violence)

8. White Collar, Blue Collar, Green Collar, Corporate and Cyber Crime

- Types of white, blue and green collar, cyber crimes, typology combinations
- Demographic characteristics of perpetrators and victims (ex. race, ethnicity, socioeconomic status, gender)
- Types of gangs and gang activity (ex. street gangs, white supremacist/neo-Nazi etc)
- Theories and perspectives on white, blue and green collar, corporate, and cyber crimes
- White collar and cyber crimes law enforcement, adjudication, punishment and prevention
- Societal impacts of white collar, blue collar, green collar, corporate and cyber crime within the general population
- Enforcement, judiciary and corrections of white, blue and green collar, corporate and cyber crime

9. Organized Crime, Political Crime and Terrorism

- a. Characteristics and types of organized crime (drug, human and counterfeit product trafficking, and production, contemporary slave trade)
 - b. Types of political crimes (coup, bribery, treason, state political, terrorism/domestic/international)
 - c. Terrorism (theories, types, motivations, prevalence)
 - d. Causes (theories) of organized and political crime
 - e. Cultural consequences of organized and political crime
 - f. Societal impacts of organized and political crime
 - g. Enforcement, judiciary and corrections of organized crime, political crime and terrorism
- 10. Public Order, Morals Crimes and Victimless Crimes**
- a. What constitutes victimless crimes (moral crusades theory)
 - b. Types of public order crimes (drug use, prostitution, sex work, pornography)
 - c. Prostitution (history, typologies, demographic characteristics related to each typology, demographic characteristics of sex work consumers)
 - d. Drug/substance use and abuse (history of criminalization of drug use, causes drug use, demographic characteristics of drug users/abusers, prevalence)
 - e. Pornography (types, social problems associated with illegal pornography, industries and prevalence)
 - f. Societal impacts of public order, morals and victimless crimes
 - g. Control and prevention strategies (decriminalization, education, war on drugs, etc.)

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Crime and Society course content (including but not limited to research methods, crime data and research, criminal law, judicial system, policing, types of crime, victimology, types of crime) as they relate to race, ethnic, gender, sex, age, ability, socioeconomic status, groups and institutions in society to demonstrate, explain and reinforce critical thinking, sociological concepts and theories. Students may demonstrate oral communication, critical thinking and integrate course content and personal observations or experiences to classroom discussions. This may be accomplished in small or large groups, through the use of blogs, journals, discussion forums or other course management system tools.

DE Adaptations for MOI

Discussion will be guided by faculty incorporating topics outlined in Crime and Society course content (including but not limited to research methods, crime data and research, criminal law, judicial system, policing, types of crime, victimology, types of crime) as they relate to race, ethnic, gender, sex, age, ability, socioeconomic status, groups and institutions in society to demonstrate, explain and reinforce critical thinking, sociological concepts and theories. Students may demonstrate oral communication, critical thinking and integrate course content and personal observations or experiences to classroom discussions. This may be accomplished in small or large groups, through the use of blogs, journals, discussion forums or other course management system tools. Fully online course offering discussions will be administered through the course management system and may be offered in the form of discussion forum, live/streaming/real-time video/audio conferencing, blog, group journal or other features of the course management system. Hybrid course offerings may incorporate discussions in face-to-face setting as described in Methods of Instruction or through the course management system as described in DE Methods of Instruction. All discussion materials and delivery methods must meet accessibility guidelines.

Method

Lecture

Integration

Lecture in which presentations of Crime and Society course content (including but not limited to theoretical perspectives, crime data, research and research ethics, criminal law, judicial system, policing, types of crime, victimology, types of crime) to illustrate, explain and reinforce sociological concepts and theories, in alignment with learning objectives. Audio/video, visual aids, print material, closed captioned videos, digital slides or computer simulations may be used to deliver course content.

DE Adaptations for MOI

Lecture in which presentations of Crime and Society course content (including but not limited to theoretical perspectives, crime data, research and research ethics, criminal law, judicial system, policing, types of crime, victimology, types of crime) to illustrate, explain and reinforce sociological concepts and theories, in alignment with learning objectives. Audio/video, visual aids, print material, closed captioned videos, digital slides or computer simulations may be used to deliver course content. Fully online lectures may be delivered in the form of slide presentations, live video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the course management system. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or

through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Visiting Lecturers

Integration

Visiting Lecturers may speak and/or offer a presentation on a topic covered in the Crime and Society course content (including but not limited to crime data and research, criminal/civil/common law, judicial systems, types of policing, types of crime, victimology, types of crime). Visiting Lecturers in the fields/areas of marketing, law enforcement, parole/probation, community group liaison, community activist, victim/perpetrator rehabilitation, mental health and deviance, criminological statistician, adjudication, crime prevention specialists, crime victim's advocates, crime victims/perpetrators, ethnographers or other content specialists may offer presentations face-to-face or through course management systems or other online conference platform. Presenter should provide information on the type of services offered by their organization, its missions and visions, how the agency or their personal experience serves the community and relates to the subject matter. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and established sociological concepts and theories. Post-presentation debriefing may be administered face-to-face or through course management systems.

DE Adaptations for MOI

Visiting Lecturers may speak and/or offer a presentation on a topic covered in the Crime and Society course content (including but not limited to crime data and research, criminal/civil/common law, judicial systems, types of policing, types of crime, victimology, types of crime). Visiting Lecturers in the fields/areas of marketing, law enforcement, parole/probation, community group liaison, community activist, victim/perpetrator rehabilitation, mental health and deviance, criminological statistician, adjudication, crime prevention specialists, crime victim's advocates, crime victims/perpetrators, ethnographers or other content specialists may offer presentations face-to-face or through course management systems or other online conference platform. Presenter should provide information on the type of services offered by their organization, its missions and visions, how the agency or their personal experience serves the community and relates to the subject matter. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and established sociological concepts and theories. Post-presentation debriefing may be administered face-to-face or through course management systems. In fully online courses, Visiting Lecturers may deliver presentations in the form of live video/audio conferencing, video/audio recording, live/streaming/real-time discussion forum or other features of the course management systems. Post-presentation debriefing will be administered through course management systems and may be in the form of discussion forum, group discussion, live video/audio, recorded video/audio or other feature of the course management system. Hybrid course offerings may include Visiting Lecturer presentations in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All Visiting Lecturer presentation and post -presentation debriefings must meet accessibility guidelines.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests should formatively cover the major sociological themes of the course content. A combination of multiple choice, essay and short answer questions may be included. For example, formative exams and/or tests should cover various theories explaining sexual coercion, rape, sexual harassment and gender norms and their presentation in contemporary society as well as other topics outlined in course content. Students should demonstrate the ability understand, analyze and apply different components of social structure. Exams/tests will be evaluated based on the following criteria: demonstration of identification, understanding and application of topics outlines in course content.

DE Adaptations for MOE

Exams and/or tests should formatively cover the major sociological themes of the course content. A combination of multiple choice, essay and short answer questions may be included. For example, formative exams and/or tests should cover various theories explaining sexual coercion, rape, sexual harassment and gender norms and their presentation in contemporary society as well as other topics outlined in course content. Students should demonstrate the ability understand, analyze and apply different components of social structure. Exams/tests will be evaluated based on the following criteria: demonstration of identification, understanding and application of topics outlines in course content. Exams and/or tests administered fully online will be administered and evaluated through course management system feature. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification,

understanding and application of major topics as described in course content in alignment with learning objectives. Instructor feedback should be presented in five days or less depending on the scope of the assignment and should be presented through grade book, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method

Group Projects

Integration

Concept application and problem solving exercises in which students apply sociological concepts related to crime and society or sub-topics within course content to their own life experiences, community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine gender roles and their influences on the prevalence of men/boys and violent crime or other concepts outlined in course content. These may take the form of analytic essays, journals, observational exercises, research papers, presentations or research projects and will be evaluated based on the following criteria: demonstration of critical thinking, college level writing and the depth and breadth of material presented.

DE Adaptations for MOE

Concept application and problem solving exercises in which students apply sociological concepts related to crime and society or sub-topics within course content to their own life experiences, community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine gender roles and their influences on the prevalence of men/boys and violent crime or other concepts outlined in course content. These may take the form of analytic essays, journals, observational exercises, research papers, presentations or research projects and will be evaluated based on the following criteria: demonstration of critical thinking, college level writing and the depth and breadth of material presented. Collaborative and/or individual projects administered in fully online course offerings will use the course management system for student discussions, journals or other course management system submission tools. Hybrid courses may incorporate collaborative and/or individual projects and feedback in face-to-face settings as outlined in Methods of Evaluation and/or online, through the course management system as described in DE Methods of Evaluation. Instructor feedback may be presented through grade book, inbox or other confidential means of communication through the course management system and should be presented in five days or less depending on the scope of the assignment. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Quizzes

Integration

Quizzes may be given periodically to ensure that students are learning course concepts. For example, quizzes should summatively cover the historical evolution of criminological research methods sociologists use and the ethical issues surrounding criminology research or other topics covered in course materials. Quizzes will be evaluated based on the demonstration of identification, understanding and application of various components related to societal groups and institutions and align with learning objectives.

DE Adaptations for MOE

Quizzes may be given periodically to ensure that students are learning course concepts. For example, quizzes should summatively cover the historical evolution of criminological research methods sociologists use and the ethical issues surrounding criminology research or other topics covered in course materials. Quizzes will be evaluated based on the demonstration of identification, understanding and application of various components related to societal groups, institutions and align with learning objectives. Quizzes administered fully online will be evaluated through course management systems. Hybrid course offerings may include quizzes in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, brief essay or another format. Quizzes will be evaluated based on the demonstration of identification, understanding and application of topics as described in Course Content in alignment with Learning Objectives. Instructor feedback should be presented in five days or less depending on the scope of the assignment and should be presented through grade book comments, inbox or other confidential means of communication through the course management system. All quizzes must meet accessibility guidelines.

Method

Papers

Integration

Concept application and problem solving exercises in which students apply sociological concepts related to crime and society or sub-topics within course content to their own life experiences, the community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine sociopolitical factors and their influence on arrest, conviction and incarceration rates and barriers to equitable systemic practices or other concepts outlined in course content. These may take the form of analytic essays, journals, observational exercises, research papers, presentations or research projects and will be evaluated based on the following criteria: demonstration of critical thinking, college level writing and the depth and breadth of material presented.

DE Adaptations for MOE

Concept application and problem solving exercises in which students apply sociological concepts related to crime and society or sub-topics within course content to their own life experiences, the community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine sociopolitical factors and their influence on arrest, conviction and incarceration rates and barriers to equitable systemic practices or other concepts outlined in course content. These may take the form of analytic essays, journals, observational exercises, research papers, presentations or research projects and will be evaluated based on the following criteria: demonstration of critical thinking, college level writing and the depth and breadth of material presented. Instructor feedback will be provided in a timely manner in writing or through the course management system. Fully online evaluation and interpretation of research may be administered collaboratively and/or individually through course management system and may be presented in the form of discussion forum, blog, essay, audio/video presentation, live stream or other digital presentation methods. Evaluation materials may be accessed using online resources through MSJC Library and presented through various features of the course management system. Projects will be evaluated based on the demonstration of organization and clarity, critical thinking, identification, understanding and application of course material. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. Instructor feedback should be presented in five days or less depending on the scope of the assignment and should be presented through grade book comments, inbox or other confidential means of communication through the course management system. All materials, delivery and instructor/student communication must meet accessibility and confidentiality guidelines.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

This assignment is a written essay that incorporates socio-historical examination of the history of the study of criminology. Compile archival and/or first stage data (ex. conduct an interview with a criminologist) spanning several different eras in the area of early studies on the causes of crime, perpetrators of crime and cultural norms criminological studies (Note that early studies on the causes of crime focused on heavily race/ethnic minority groups inferiority and dominant group superiority, physical characteristics associated with race, cultural and physical characteristics associated with ethnicity, ability [physical and mental], biological determinants assigned to race, ethnic and gender groups, minority and dominant group culture and socioeconomic status). Explain the ways in which criminological research has evolved. Based on your research (archival and/or first stage), do you believe perceptions surrounding your topic have improved, remained the same or worsened in regards to the lives of groups and individuals. Describe the social movements that play a role in the changes observed. Supporting documentation should be acquired using electronic resources through the MSJC library.

How assignment will be adapted in online format

This assignment is a written essay that incorporates socio-historical examination of the history of the study of criminology. Compile archival and/or first stage data (ex. conduct an interview with a criminologist) spanning several different eras in the area of early

studies on the causes of crime, perpetrators of crime and cultural norms criminological studies (Note that early studies on the causes of crime focused on heavily race/ethnic minority groups inferiority and dominant group superiority, physical characteristics associated with race, cultural and physical characteristics associated with ethnicity, ability [physical and mental], biological determinants assigned to race, ethnic and gender groups, minority and dominant group culture and socioeconomic status). Examine the ways in which criminological research has evolved. Based on your research (archival and/or first stage), do you believe perceptions surrounding your topic have improved, remained the same or worsened in regards to the lives of groups and individuals. Describe the social movements that play a role in the changes observed. Supporting documentation should be acquired using electronic resources through the MSJC library. For fully online course offerings students must submit all written work (essay and findings) through the course management system and may be presented in the form of an online individual file submission, journal or traditional essay (Instructors Note: Take into account student confidentiality and consider avoiding group or public presentations of this assignment.). Instructor feedback will be provided in a timely manner through the course management system using features such as gradebook comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Conduct informal interviews and create a list of occurrences when you, a classmate or someone you know has been the victim of a crime such as an automobile theft, burglary, physical assault or cyber type crimes. Indicate whether you or the victim of the crime, reported the incident to the local police or any other public safety department such as the campus police. Collect the count for the entire class and calculate the percentages reported and unreported. If anyone did not report the crime, have them indicate why and use previous course readings to discuss and apply the various theoretical perspectives that might help explain the prevalence of underreported crime. Use previous course readings, additional scholarly sources and information gathered from informal interviews to describe, challenge or support your findings, which may be presented orally or in writing.

How assignment will be adapted in online format

Conduct informal interviews and create a list of occurrences when you, a classmate or someone you know has been the victim of a crime such as an automobile theft, burglary, physical assault or cyber type crimes. Indicate whether you or the victim of the crime, reported the incident to the local police or any other public safety department such as the campus police. Collect the count for the entire class and calculate the percentages reported and unreported. If anyone did not report the crime, have them indicate why and use previous course readings to discuss and apply the various theoretical perspectives that might help explain the prevalence of underreported crime. Use previous course readings, additional scholarly sources and information gathered from informal interviews to describe, challenge or support your findings, which may be presented orally or in writing. Supporting documentation may be acquired using electronic resources through the MSJC library. In fully online course offerings students must submit all written work (essay and findings) through the course management system and may be presented in the form of an online individual file submission, journal or traditional essay (Instructors Note: Consider student confidentiality and consider avoiding group or public presentations of this assignment. Instructor feedback will be provided in a timely manner (timeframe may vary depending on the scope of the assignment) through the course management system using features such as gradebook comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative**Formative****Assignment**

Conduct an interview using first stage data and archival data to better understand how perceptions of crime rates change over time. Interview family members, friends, or acquaintances that are at least one generation older or younger than you who can describe their perceptions of crime and document the interview subject's responses. Compare their observations to your own current day perceptions of the same phenomena. Carefully observe and compare the patterns of the descriptions that result from your interview/observation. What, if anything, might be concluded about the expectations associated with dominant/subordinate groups in contemporary U.S. society in relationship to your topic focus? Based on your research (archival and first stage) Write an essay describing your findings and support your interpretation of the data with current scholarly sources. Supporting documentation should be acquired using electronic resources through the MSJC library.

How assignment will be adapted in online format

Conduct an interview using first stage data and archival data to better understand how perceptions of crime rates change over time. Interview family members, friends, or acquaintances that that are at least one generation older or younger than you who can describe their perceptions of crime and document the interview subject's responses. Compare their observations to your own current day perceptions of the same phenomena. Carefully observe and compare the patterns of the descriptions that result from your interview/observation. What, if anything, might be concluded about the expectations associated with dominant/subordinate groups in contemporary U.S. society in relationship to your topic focus? Based on your research (archival and first stage) Write an essay describing your findings and support your interpretation of the data with current scholarly sources. Supporting documentation should be acquired using electronic resources through the MSJC library. For fully online course offerings students must submit all written work (essay and findings) through the course management system and may be presented in the form of an online individual file submission, journal or traditional essay (Instructors Note: Consider student confidentiality and consider avoiding group or public presentations of this assignment. Instructor feedback will be provided in a timely manner through the course management system using features such as gradebook comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Course Materials**Textbooks**

Barak, G., P. Leighton, A. Cotton (2018). Class, Race, Gender and Crime: Social Realities of Justice in America, 5/ ed. Rowman & Littlefield Pub, Inc. . ISBN: 978-1442268852

Siegel, L., J. (2023). Criminology: The Core 8ed. Cengage Learning. ISBN: 978-0357624838 (eBook), 978-0357624746 (Paperback)

Siegel, L., J. (2018). Criminology: The Core 7 ed. Cengage Learning. ISBN: 978-1337557719

Other Resources**Film:**

13th. (2016). Director Ava Marie DuVernay. Documentary

Private Violence: Domestic Violence Survivors. (2014). Director Cynthia Hill. Documentary

The Sex Trade. (2015). Director Eve Lamont. Investigative Report/Editorial

Tough Guise: Violence, Media & the Crisis in Masculinity. (1999) Director Sut Jhally. Writers Jeremy Earp, Jackson Katz . Documentary

Tough Guise 2: Violence, Manhood & American Culture. (2013) Directors Jackson Katz, Jason Young, Jeremy Earp, Sut Jhally. Documentary

Numerous films and reference for supplemental reading, research and activities are available through the following library databases:

- Academic Video Online
- African-American History Online
- American History in Video

- American Indian History
- Civil Rights and Social Justice
- Country Watch
- CultureGrams
- EBSCO
- Films on Demand
- Gale One File (various databases)
- Issues & Controversies (Hot Topics)
- JSTOR
- Kanopy Streaming Video
- Latin America in Video
- Opposing Viewpoints (Hot Topics)
- Psychology & Behavioral Sciences Collection
- Slavery And Anti-Slavery: A Transnational Archive

Open Educational Resources

Barak, G., P. Leighton, A. Cotton (2018). Class, Race, Gender and Crime: Social Realities of Justice in America, 5/ ed. Rowman & Littlefield Pub, Inc. . ISBN: 978-1442268852 (Z-Library - <https://1lib.us/> – Free Download - Online)

Siegel, L., J. (2018). Criminology: The Core 7 ed. Cengage Learning. ISBN: 978-1337616645 (Z-Library - <https://1lib.us/> – Free Download - Online)

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Race, ethnicity, gender, sex, age, ability and socioeconomic status are foundational demographic concepts within the discipline of sociology. The course revision incorporates more specific and direct wording in Course Lecture Content in relationship to demographic information and crime data, intersectional feminist perspectives on crime, and systemic issues and their influences on crime and deviance. For example, in addition to lectures/discussions that include history of corrections, the thirteenth amendment to the US Constitution and its provisions for slavery through prison systems will also be included to provide additional context into the prison industrial complex. This will help students better understand the relationship between broad social forces (macro-systems) and their influence within small social groups (micro-systems). Subtopics throughout the course are varied and align with course learning objectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The intersection of race, ethnicity, socioeconomic status, gender, age with crime, deviance and its institutions within society are emphasized in course content, assignments, assessments, methods on instruction and evaluation fostering inclusive exploration of sociological concepts and theories and their application to daily life. A variety of textbook and article options in both print and OER formats, film/documentaries and articles authored by culturally competent scholars, which allow students to see themselves in course readings, coupled with multiple approaches for assignments, activities and assessments align critical thinking, analysis and the exploration of sociological perspectives in relationship to crime and society in an effort to encourage student reflection in relationship to the ways in which topics such as corporate and white collar crime, public order/victimless crime, organized crime and the ways in which the effects of such crimes may apply to lived or observed experiences. Students interact and learn with each other and faculty through peer-to-peer discussions, group activities, course content, assignments, assessments-feedback, methods of instruction and evaluation, which fosters student ability to apply these skills to the world in which they live.

Interactions

Explain how the course will incorporate student-to-student interaction.

Activities and assignments may be tailored as in-class assignments to foster peer engagement in research, evaluation, analysis and presentation (ex. Assignment #2). Students have multiple opportunities for peer-to-peer discussions, group and other collaborative activities, which may be utilized in face-to-face and online/hybrid courses. Students may collaborate in research and writing, group or individual essays, presentations or other assessments that explore topics such as the prison industrial complex, economic

barriers to equitable representation in the judicial system, slavery through the prison system and the Thirteenth Amendment, sexual harassment/assault in schools or the prevalence of school shootings. Incorporating features available through learning management systems, such as discussion forums, video conferencing and breakout rooms promote community, while maintaining privacy and can be utilized in face-to-face, online and/or hybrid courses.

Explain how the course will incorporate instructor-to-student interaction.

Faculty may deliver lectures, facilitate group discussions by explaining and clarifying sociological concepts, theoretical perspectives and provide examples for the application of the topics of gendered crime, criminalization of poverty, juvenile and statutory crime, social construction of crime and deviance, theory, research methods and research ethics in addition to other criminological topics and individual lived or observed experiences. Within lectures, guest speaker presentations, field trip preparations and debriefings, activities, discussions, providing feedback or other interactions, faculty to student interaction should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the world in order to help students understand their learning process. Whether face-to-face or online, various features of the course learning management system may be used to facilitate field trips, visiting lecturers (guest speakers) and conferences.

Explain how the course will incorporate student-to-content interaction.

Students may engage with a number of assigned and self selected topics and supplemental resources. Examples include but are not limited to video/audio recorded lectures from guest speakers in the area of human trafficking, digital slide presentations of textbook material, multi-media animations of illustrating the criminalization of poverty, mass media publications highlighting trending topics such as sexual predators online, graphics/images (charts/tables) and text/audio resources highlighting demographic characteristics as they relate to crime data and public policy. Student interaction through activities, assignments, assessments and evaluations and faculty and peer feedback provide opportunities for students to identify strengths, areas for improvement and discover new interests. Faculty will provide, demonstrate and model examples of the ways in which students may interact with course content as students develop academic analytical, applicable skills and other skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course incorporates numerous sociological concepts and various theoretical perspectives in the study of crime and society. Student engagement in the processes of analysis, critical thinking, research, discussions and activities with topics such as the influences of racism in over/under policing in contemporary segregated communities, the role of organized crime in the production and distribution of counterfeit goods (ex. medication, food, construction materials), comparison of historical and modern justice social movements (ex. criminalization of mental illness, criminalization of poverty) along with various instructional and evaluation methods encourages students to apply learnings to their lives, observations of the world and reflect on their individual learning processes. Additionally, the exploration of the intersection of sociological constructs, sociohistorical and sociopolitical structures and personal interactions with and/or observations of the crime within society fosters self reflection and the development of their own unique viewpoints.

Key: 2763