



SOCIAL CONTROL & CRIMINAL SANCTIONS

SPRING 2013 COURSE SYLLABUS

COURSE INFORMATION

Course Number, section

CRIM4305, section 001.13S

Course Title

Social Control & Criminal Sanctions

Term

Spring 2013

Days & Times

Mon & Wed, 2:30pm – 3:45pm

Location

South Engineering & Computer Science,
ECSS 2.203

INSTRUCTOR CONTACT INFORMATION

Instructor

Michael Cherbonneau, M.S.

Email Address

michael.cherbonneau@utdallas.edu

Office Location

Green Hall, GR 2.510

Office Hours

Mon & Wed, 4pm – 5pm or by appointment

COURSE DESCRIPTION

This course examines various means by which society attempts to control the deviant and criminal conduct of its members. Social control encompasses both formal criminal sanctions and informal mechanisms and a variety of institutions and social processes that are designed to deter inappropriate conduct if possible and/or punish and reform such conduct when it does occur. Moreover, social control has evolved considerably over time and various social control philosophies and techniques have been prevalent in one time frame but not in others. In this class we will also address the ways in which offenders respond to sanction threats.

Prerequisites—Advanced Criminology (CRIM3302) or Advanced Criminal Justice (CRIM3303).

COURSE OBJECTIVES

Upon the successful completion of this course, students will be able to:

1. summarize and discuss major issues surrounding the social response to criminal behavior;
2. summarize and critique competing theories of social control (penology); and,
3. demonstrate an understanding of contemporary models offender management and treatment, collateral consequences of punishment, and prisoner reentry.

REQUIRED TEXT & READINGS

There is one required text for this class:

1. Maruna, S. 2001. *Making Good: How Ex-Convicts Reform and Rebuild Their Lives*. Washington, D. C.: American Psychological Association. ISBN: 1433802147

An e-book version of this text is available to UTD faculty, students, and staff via APA PsycNET: <http://psycnet.apa.org/bookcollections/10430/>

(Note: If you use the e-book version, it is not required of you to purchase a copy of the text; however, if you would like a physical copy, Shadd Maruna's book can be purchased from a number of online retailers:

<http://www.bookfinder.com/search/?keywords=1433802147&st=sh&ac=qr&submit>)

2. Additional course materials in the form of journal articles or book chapters will be made available via eLearning throughout the semester (see "Course Readings & Materials" folder on the eLearning course content homepage). As with the Maruna (2001) book, these outside materials are **required reading**.

This class has a mid to high reading load (approx. 40-60 pages per week). Class time will be a combination of lecture and discussion with students expected to critically examine and challenge the material that they read. Keeping up-to-date with the weekly reading assignments is essential for a passing grade in this course.

GRADING POLICY

Critical Reaction Papers (2 total)	30%
Reaction Essay (1 total)	15%
Quizzes (4-5 total)	10%
Exams (Midterm & Final)	35%
Attendance & Class Participation	10%

Critical Reaction Papers—Throughout the semester, students will be required to submit a total of **two** critical reaction papers in response to weekly readings. Each reaction paper must be 2 to 2½ pages in length. Papers must be type written, double-spaced and in 12pt Times New Roman font. Proper APA citation/formatting is required and a brief review of APA guidelines will be covered in class. Detailed guidelines as to what is expected from the reaction papers will be provided in class and one or more example essays will be posted on eLearning. **The average score on the two reaction papers will constitute 30% of the overall final grade.** The key to success on the reaction papers is by demonstrating improvement in critical and analytical writing ability as the semester progresses. Reaction papers should not be a simple regurgitation of what the author(s) says. Though specific guidelines will be provided, in your response you will want to focus your comments on two or more themes or key points made in the readings. You may also want to establish connections linking key themes to academic readings from other classes and/or their relevance to current events. In short, it should be evident from your response that you have thoughtfully read the work. Reaction papers **must** be submitted to the <http://turnitin.com> link (located on the eLearning course content homepage) on the dates they are due (see lecture schedule). In order to receive credit, students **must** also turn in a hard-copy in class on the scheduled due date. **In doing so, students should be prepared to discuss their reaction papers in class on the days they are due.** Finally, late papers will not be accepted.

Reaction Essay—This assignment is worth **15% of your grade**. Here you will draw on the comments and criticisms I have provided on your previous reaction papers and compose a critical review of the book, *Making Good: How Ex-Convicts Reform and Rebuild Their Lives* by Shadd Maruna (2001). The required length is 5-6 double-spaced pages (12pt Times New Roman font with 1" margins) and should follow proper APA citation/formatting. Though more details

will be provided later in the semester, consider this assignment as a much larger endeavor than the shorter critical reaction essays as it will require you to incorporate material covered throughout the semester. This assignment is **due on Wednesday, May 1st** (last day of class) and must be submitted to the <http://turnitin.com> link located on the eLearning course content homepage. All other submissions—be they hardcopy copy or email—will not be accepted.

Quizzes—You can expect **four to five quizzes** throughout the semester. The format of the quizzes **may** include both take-home and in-class quizzes. Students will be notified about the take-home quizzes during class and through the eLearning email system. On the contrary, the dates for the in-class quizzes will **not** be announced and will be given at the beginning or end of class and will last approximately ten to fifteen minutes. Quizzes at the beginning of class will most likely cover reading/lecture material addressed in previous classes as well as those readings assigned on the day of the quiz. Quizzes at the end of class will most likely cover material presented during that session. Missed quizzes—be they take-home or in-class—cannot be made-up for any reason. **The average score on the quizzes (4-5 total) will constitute 10% of the overall final average.**

Exams—There are two **non-comprehensive** exams in this course (a midterm and a final). Each exam will require you to draw on and apply material from class lectures and weekly readings to answer a mixture of multiple choice and short answer essay style questions. In addition to a scantron form, students may be asked to bring a “blue book” to class on exam days. **The average score on the two exams will constitute 35% of the overall final grade.** I have incorporated into the lecture schedule ample time to review possible exam material.

GRADING SCALE: Grades will be based on the following scale and rounded to the nearest integer.

A+	= 98–100%
A	= 93–97%
A-	= 90–92%
B+	= 88–89%
B	= 83–87%
B-	= 80–82%
C+	= 78–79%
C	= 73–77%
C-	= 70–72%
D+	= 68–69%
D	= 63–67%
D-	= 60–62%
F	= below 59%

COURSE POLICIES

Make-up Exams—There are no make-up exams in this course except in emergency situations. A student must have a compelling and documented reason (e.g., doctor’s note) to miss an exam. Further, a student who cannot make it to an exam must e-mail me before the exam is administered. In case of an emergency, when prior notification is not possible, the absence must be discussed with the instructor immediately after the missed exam. All make-up exams—for a

compelling and documented reason—**must be taken within one week** of the missed exam date and may be essay format.

Note: There are no make-up quizzes regardless of any compelling and documented reason for the absence.

Extra Credit—There is **NO** extra credit possible in this class beyond what **may** appear on quizzes or exams. Please do not ask—I will not inflate grades for any reason. Understand that you, the student, ultimately determine your grade in this course.

Late Work—In no uncertain terms, **I do not accept late work!**

Class Attendance & Participation—Your participation in this class is important as it contributes to a more interesting learning environment. Diverse points of view are welcome in this class—please speak up if you have a comment to make. On this point, be respectful of others viewpoints when they differ from yours. Do not be coy if you have a question—chances are that someone else has the same question(s) as you. I will maintain a log that I will update after each class noting students who participated in class discussion. This will be used in conjunction with the record of class attendance to determine the attendance/class participation portion of your grade (see below).

Attendance will be taken regularly throughout the semester and is required. **Attendance/class participation will constitute 10% of your final grade.** If a student is absent for six or more class meetings in which attendance was taken (which amount to a full three weeks of class meetings), they will receive **no credit** for this portion of their grade. It is important that you arrive to class on time since students who do not sign-in on the attendance sheet will be counted absent for that day. To be sure, another classmate **may NOT** sign in for you—this will be considered an act of academic dishonesty and treated accordingly.

Please prepare to attend the entirety of the class period. If you have to leave early, it would be a good idea to notify me before class starts; if this becomes a persistent problem, you might want rethink why you are taking this course. If you have to miss a class, it would also be a good idea to notify the instructor via email.

Note: When emailing the instructor, please use the UTD email assigned to you. **I will not** respond to messages from personal email accounts and emails in which the sender cannot be identified (e.g., str8Astudent@gmail.com) will likely be filtered as junk mail.

Classroom Citizenship—Students are expected to arrive on time. Please be courteous. This means no disrespectful or untoward behavior. Our classroom is a safe place to share your experiences, thoughts, and critiques of the criminological research and course topics. I encourage critical thinking and welcome open discussions of the material we review. I expect everyone to participate in the discussions and do so in an appropriate manner. Maintaining a different viewpoint does not require negative behavior or disrespectful comments. If a student is disrespectful in their behaviors or language, I will address the issue in a timely manner.

Please turn off all cell phones, iPods, beepers, and all other electronic devices upon entering the classroom. While I allow students to use laptops to take notes during class lectures, please do not abuse this privilege by chatting online or browsing the internet for matters unrelated to class content. Any abuse of this privilege will result in all computers being banned during class time. During films all laptops must be put away. I reserve the right to change this policy at any time.

Lastly, sound recording devices of any sort are **never** permitted in the classroom.

eLearning—Students are required to check eLearning for class announcements and course materials. I will post all announcements in eLearning. The class schedule and lectures may change without prior notice. As noted above, the majority of class readings will be available via eLearning. It is your responsibility to download and read these articles prior to their assigned due date and come to class prepared to critically discuss them along with the text chapters.

ASSIGNMENTS & ACADEMIC CALENDAR

The lecture schedule containing the assigned reading list for each week and calendar of important due dates will be maintained in a separate file on the eLearning course content homepage. I will make every attempt to follow the course and lecture schedule as written. Nevertheless, scheduling conflicts may come up that require us to make minor adjustments. **I reserve the right to modify the course and lecture schedule as I see fit**—be they exam dates, assignments, lecture topics, and/or assigned readings. All such changes will be announced in class and through eLearning email. **In other words, the descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.**

*Please see the following site for detailed information on UTD syllabus policies regarding Student Conduct & Discipline, Academic Integrity, Incomplete Grades, Withdrawals, etc.: <http://go.utdallas.edu/syllabus-policies>