

## Sul Ross State University

### **Criminal Justice 4304** **Criminology** **Fall: 2023**

**Professor:** Martin Guevara Urbina, Ph.D.

Classroom: Web  
Class Meeting: Online

Office: 201 (Faculty Building)  
Phone: 830-703-4820 (office, direct line)  
Hours: Monday and Tuesday, 12:00 to 5:00. At times other than the specified days you are welcome to visit the Professor's office.  
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**Course (Catalog) Description:** *Study of factors that contribute to crime; criminological theories; criminal typologies; crime trends; and criminal deviance.*

#### **Student Learning Outcomes (SLOs):**

1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.
2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.
3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

#### **Marketable Skills for Criminal Justice Program:**

1. **Oral and Written Comprehension:** The ability to listen and understand information, ideas, and ideologies presented through spoken words; and the ability to read and conceptualize information, perspectives, and ideologies presented in writing. Broadly, oral and written communication involves active listening, speaking, and learning.

2. **Critical Thinking:** This includes the ability to engage in reflective and independent thinking, which is fundamental for relevant inquiry and productive innovation, analysis, and synthesis of information, ideas, and propositions.
3. **Problem Solving:** Utilizing a humanist and liberating praxis, empower students to strategically utilize triangulation strategies for evaluating, finding, creating, and implementing solutions to difficult or complex issues in a never-constant society.
4. **Leadership Ability:** Transformational leadership, vital for motivating, decision making, and inspiring vision for achieving positive results—a defined mission.

**Course Description and Objective:** *Criminology* will offer an historical, sociological, and criminological analysis of the nature of crime and in the United States and abroad. Specifically, the intent of this course is to provide the student with a detailed understanding of **six** main topics, which are best expressed in the following questions:

1. What is crime?
2. How is crime measured? (As a supplement, I will provide you with a handout.)
3. What type of crime(s) exist in the United States?
4. What is theory? A series of secondary questions include the following: What are the links between theory, research, and practice? How is theory created, tested and refined? What is the difference between criminological theory and criminal justice theory? How relevant is theory for policy?
5. Why does the “criminal” commit crime, or, alternatively, why is there crime? Again, there are a series of related questions that help shape our response to the first one: What are the individual sources of criminality? How are culture and group processes linked to crime and criminality? What do the critics of the criminal justice system see as the sources of criminality? What contemporary theories have emerged as a result of the testing of more traditional biological, psychological and sociological theories of crime and criminality?
6. How can criminological theory guide both research and criminal justice practice toward the goal of controlling crime? Criminal justice is by definition an “applied science.” (We may refer to Thomas Kuhn for some help explaining what we mean by this term and the status of criminal justice as a science.) Our search for an answer to the overarching question is assisted by the following question: What policy implications are found in each of the major theories that have evolved since the days of Classical Criminology and the Age of Positivism? What specific applications are being identified that have theoretical underpinnings? How successful have these programs been in reducing crime and criminality?

The fourth set of questions is essentially definitional in nature. It is essential that we share the same definitions of a problem if we are to come to a common understanding of both the problem and any possible solutions/remedies. Consequently, the class’s first segment deals with defining theory and crime and placing it in a criminal justice context.

The fifth set of questions is more analytical. A particular truism about theoretical aspects of the nature of crime is as follows: There are many typologies of theories as there are authors writing textbooks about the subject. The five-fold approach we will take is an amalgam of several such typologies:

*Crime and Biology*—All theories that emphasize ties between the biological and physiological characteristics of the individual and their offending, to include such archaic theories as physiognomy and phrenology and such modern theories as genetic-based and biochemical explanations; these are the first of the class of theories grouped under the heading of “Crime and the individual.”

*Crime and Psychology*—The second major group of theories emphasize crime as having individual origins. Theories included under this heading include psychoanalysis, behaviorism, personality theory, and rational choice theory.

*Crime and Society*—This admixture of theories share characteristics in common. That is, they all include an appreciation of the influence of society and societal process. Crime is viewed as the product of social forces. Included under the heading “Crime and Society” are the following: Ecological theories (including modern varieties such as routine activities theory and environmental criminology), differential association, and social learning theories.

*Crime and Culture*—These theories share a common emphasis on the product of human interaction known as culture. Laws are a measure of culture; crime, another element of all known cultures, is the violation of those laws. The theories included in this segment differ only in how culture influences crime? Under crime and culture we include the following specific theories: culture conflict theory, subcultural theory, anomie theory and social control theory.

*Crime and Power*—These theories all share a common belief that the criminal justice system is to a greater or lesser extent responsible for creating crime. The difference is one of degree and demeanor. They also share a common explanation variable: power. Included in this section are the following theories: Labeling theory, general conflict theories, Marxist/radical theories, feminist theories, and left-realist theories.

The final question has policy overtones. First, we must briefly look at the mechanisms for crime control in the United States, their goals and procedures. Next, we turn to the more difficult task of linking criminological theory, particularly that which we have reviewed, to both crime control research and practices. What we discover is that few criminologists explicitly make this link. Rather, it has been the criminal justice scholar, responding to the demands of stricter funding agencies and less forgiving policy analysts, that have linked criminological theory and criminal justice practice, via both pure and applied research.

Overall, this course is designed to introduce you to the nature of crime and to a number of perspectives that shape criminal justice policy. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

**Course Context:** As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, is crime manifestation of biology; that is, are people “born” criminal (which might be tied to other polemic issues, like race, ethnicity, and gender)? Thus, students are expected to have the mentality and readiness for upper-level content and rigor.

**Course Structure:** This course will be presented in modules. Please note that the ENTIRE course will be taught online via Blackboard.

**Required Texts:**

Winfree, L. Thomas and Howard Abadinsky (2017). *Essentials of criminological theory*, 4<sup>th</sup> edition. Long Grove, IL: Waveland Press.  
[ISBN: 978-1478632924]

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas.  
[ISBN: 978-0398091538]

**Optional Readings:**

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Bales, K. (2004). *Disposable people: New slavery in the global economy*. Berkeley: University of California Press.

Balko, R. (2013). *Rise of the warrior cop: The militarization of America's police forces*. New York: PublicAffairs.

Bartolomé, L., Macedo, D., Ríos, V., & Peguero, A. (2013). Latina/o students and the school-prison-pipeline. *Association of Mexican-American Educators*, 17: 1-105.

Bender, S. W. (2003). *Greasers and gringos: Latinos, law, and the American imagination*. New York: New York University Press.

Bender, S. W. (2015). *Mea culpa: Lessons on law and regret from U.S. history*. New York: New York University Press.

Bender, S. W., Aldana, R., Carrasco, G. P., & Ávila, J. G. (2008). *Everyday law for Latino/as*. Boulder, CO: Paradigm Publisher.

Berger, Peter and Thomas Luckmann (1966). *The social construction of reality: A treatise in the sociology of knowledge*. New York: Anchor Books.

Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States* (2th ed.). Lanham, MD: Rowman & Littlefield Publishers.

Bosworth, Mary and Jeanne Flavin, eds. (2007). *Race, gender, and punishment: From colonialism to the war on terror*. Piscataway, NJ: Rutgers University Press.

Escobar, M. (2016). *Captivity beyond prisons: Criminalization of experiences of Latina (im)migrants*. Austin: University of Texas Press.

Feagin, J. R. (2012). *White party, white government: Race, class, and U.S. politics*. New York: Routledge.

- Kappeler, V., & Potter, G. (2018). *The mythology of crime and criminal justice* (5th ed.). Prospect Heights: Waveland Press.
- Kuhn, Thomas (1996). *The structure of scientific revolutions*, 3<sup>rd</sup> edition. Chicago: The University of Chicago Press.
- López, I. F. H. (2006). *White by law: The legal construction of race*. New York: New York University Press.
- Mirandé, A. (2005). *The Stanford law chronicles: Doin' time on the farm*. Notre Dame: University of Notre Dame Press.
- Reiman, J., & Leighton, P. (2017). *The rich get richer and the poor get prison: Ideology, class, and criminal justice* (11th ed.). Eaglewood Cliffs, NJ: Prentice Hall.
- Ríos, V. (2011). *Punished: Policing the lives of black and Latino boys*. New York: New York University Press.
- Salinas, L. S. (2015). *U.S. Latinos and criminal injustice*. East Lansing, MI: Michigan State University Press.

## **Recommended Readings**

### **Books:**

- Alvarez, Sofia Espinoza and Martin Guevara Urbina, eds. (2018). *Immigration and the law: Race, citizenship, and social control*. Tucson, AZ: University of Arizona Press.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2018). *Hispanics in the U.S. criminal justice system: Ethnicity, ideology, and social control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara and Claudia Rodriguez Wright (2016). *Latino access to higher education: Ethnic realities and new directions for the twenty-first century*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2015). *Latino police officers in the United States: An examination of emerging trends and issues*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21<sup>st</sup> century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). *Capital punishment in America: Race and the death penalty over time*. El Paso, TX: LFB Scholarly Publishing.

Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2008). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2003/2011). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. New York: LFB Scholarly Publishing.

### **Book Chapters:**

Urbina, Martin Guevara and Ilse Aglaé Peña (2018). "Policing borders: Immigration, criminalization, and militarization in the era of social control profitability." In *Spatial policing: The influence of time, space, and geography on law enforcement practices*, edited by Charles Crawford. Durham, NC: Carolina Academic Press.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "U.S. immigration laws: The changing dynamics of immigration through time." In *Immigration and the law: Race, citizenship, and social*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "Immigration, criminalization, and militarization in the age of globalization." In *Immigration and the law: Race, citizenship, and social control*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2018). "Immigration laws and social control movements: Situating the realities of immigration in the twenty-first century." In *Immigration and the law: Race, citizenship, and social control*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.

Urbina, Martin Guevara and Sofia Espinoza Álvarez (2018). "The Latino Condition in the Age of Mass Incarceration: Ethnicity, Diversity, Change, and Social Control." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.

Peña, Ilse Aglaé and Martin Guevara Urbina (2018). "The Legacy of Capital Punishment: Executing Mexicans and Other Latinos." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.

Álvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "Life After Prison: Recommendations for Overcoming Legal Barriers, Community Reentry, and Steps for Making It Outside." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.

Urbina, Martin Guevara and Sofia Espinoza Álvarez (2018). "The New Frontier: Globalization, Latinos, and Criminal Justice." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.

- Álvarez, Sofia Espinoza and Martin Guevara Urbina (2018). “The Future of Latinos and the U.S. Criminal Justice System.” In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara (2016). “Life after prison for Hispanics.” In *The new Latino studies reader: A twenty-first-century perspective*, edited by Ramon A. Gutierrez and Tomas Almaguer. Berkeley: University of California Press.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2015). “Situating the current state of research on Latino police and ethnic community in twenty-first century America.” In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). “Bridging the gaps and future research: Thinking ahead.” In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Ferris Roger Byxbe, and Sofia Espinoza Alvarez (2015). “Policy recommendations: Toward a new police force.” In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). “The future of Latino officers in the American police.” In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). “From the shadows of the past: Revolutionizing multiculturalism in the midst of globalization—A twenty-first century challenge.” In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). “It’s a new world: The changing dynamics of multiculturalism.” In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). “The future of U.S. multiculturalism: Si se puede.” In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Peña, Ilse Aglaé and Martin Guevara Urbina (2012). “The legacy of capital punishment: Executing Latinas and Latinos.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). “The dynamics of education and globalization in the new millennium: The unspoken realities.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

- Urbina, Martin Guevara (2012). "Ethnic constructions: The making of the upcoming majority, Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Indigent defendants and the barriers they face in the U.S. court system." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "Life after prison: Ethnic, racial, and gender realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). "The American criminal justice system and the future of Latinos and Latinas." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Nieling, Sara and Martin Guevara Urbina (2008). "Epilogue: Thoughts for the future." In *A comprehensive study of female offenders: Life before, during, and after incarceration*, by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Leslie Smith (2007). "Colonialism and its impact on Mexicans' experience of punishment in the United States." In *Race, gender, and punishment: From colonialism to the war on terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

#### **Refereed (Peer-Reviewed) Journal Articles:**

- Urbina, Martin Guevara and Ilse Aglaé Peña (2018). "Crimmigration and Militarization: Policing Borders in the Era of Social Control Profitability." *Sociology Compass*, December, 1-16.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2016). "Neoliberalism, criminal justice, and Latinos: The contours of neoliberal economic thought and policy on criminalization." *Latino Studies*, 14: 33-58.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "Capital punishment on trial: Who lives, who dies, who decides—A question of justice?" *Criminal Law Bulletin*, 50: 263-298.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2014). "The global epidemic of prescription drug abuse: The American experience." *International Journal of Liberal Arts and Social Science*, 2: 208-216.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "The globalization of crime in American schools: An assessment of emerging trends in the twenty-first century." *International Journal of Humanities and Social Science*, 2: 1-13.
- Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "In loco parentis: The contours of the Fourth Amendment in American public schools." *International Journal of Arts and Commerce*, 2: 11-26.
- Urbina, Martin Guevara and Ferris Roger Byxbe (2012). "Capital punishment in America: Ethnicity, crime, and social justice." *International Journal of Humanities and Social Science*, 2: 13-29.



- Urbina, Martin Guevara and Ferris Roger Byxbe (2011). "Interacting forces in the judicial system: A case study in American criminal law." *International Journal of Humanities and Social Science*, 1: 141-154.
- Byxbe, Ferris and Martin Guevara Urbina (2011). "Sexual harassment: Crossing the lines within the ranks." *Police Forum*, 20: 4-12.
- Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2011). "Community oriented policing and partnerships: A recipe for success!" *Police Forum*, 20: 4-16.
- Urbina, Martin Guevara and William Sakamoto White (2009). "Waiving juveniles to criminal court: Court officials express their thoughts." *Social Justice: A Journal of Crime, Conflict & World Order*, 36: 122-139.
- Urbina, Martin Guevara (2007). "Latinas/os in the criminal and juvenile justice systems." *Critical Criminology: An International Journal*, 15: 41-99.
- Ruddell, Rick and Martin Guevara Urbina (2007). "Weak nations, political repression, and punishment." *International Criminal Justice Review*, 17: 84-107.
- Urbina, Martin Guevara (2005). "Transferring juveniles to adult court in Wisconsin: Practitioners voice their views." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18: 147-172.
- Urbina, Martin Guevara (2004). "Language barriers in the Wisconsin court system: The Latino/a experience." *Journal of Ethnicity in Criminal Justice*, 2: 91-118.
- Urbina, Martin Guevara (2004). "A qualitative analysis of Latinos executed in the United States between 1975 and 1995: Who were they?" *Social Justice: A Journal of Crime, Conflict & World Order*, 31: 242-267.
- Urbina, Martin Guevara and Sara Kreitzer (2004). "The practical utility and ramifications of RICO: Thirty-two years after its implementation." *Criminal Justice Policy Review*, 15: 294-323.
- Ruddell, Rick and Martin Guevara Urbina (2004). "Minority threat and punishment: A cross-national analysis." *Justice Quarterly*, 21: 903-931.
- Urbina, Martin Guevara (2003). "Race and ethnic differences in punishment and death sentence outcomes: Empirical analysis of data on California, Florida and Texas, 1975-1995." *Journal of Ethnicity in Criminal Justice*, 1: 5-35.
- Urbina, Martin Guevara (2003). "The quest and application of historical knowledge in modern times: A critical view." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16: 113-129.
- Urbina, Martin Guevara (2002). "Furman and Gregg exist death row?: Un-weaving an old controversy." *The Justice Professional*, 15: 105-125.

### **Encyclopedia, Magazine, and Other Publications:**

Urbina, Martin Guevara and Ilse Aglaé Peña (2019). "Capital Punishment in the U.S.: Doing Justice or an Illusion of Justice, Legitimated Oppression, and Reinforcement of Structural Hierarchies." *UCLA Law Review*, 66: 1762-1816.

Byxbe, Ferris and Martin Guevara Urbina (2017). "The New Face of Capital Punishment: Nitrogen Asphyxiation." *LAE Journal*, 45-48.

Byxbe, Ferris Roger, Donna Byxbe, Martin Guevara Urbina, and Patricia Nicosia (2011). "Prescription drugs: Generation Rx in crisis." *LAE Journal*, 34-36.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2010). "Community oriented policing and partnerships: A recipe for success!" *LAE Journal*, 22-25. (A reprint.)

Urbina, Martin Guevara (2005). "Puerto Rican nationalists." *Encyclopedia of Prisons & Correctional Facilities*, Vol. 2: 796-798. Edited by Mary Bosworth. Thousand Oaks, CA: Sage Publications.

Urbina, Martin Guevara (2003). "Good teachers never die." *Hispanic Outlook in Higher Education Magazine*, 13: 31-32.

Urbina, Martin Guevara (2002). "Death sentence outcomes." *Encyclopedia of Crime and Punishment*, Vol 2: 482-485. Edited by David Levinson. Thousand Oaks, CA: Sage Publications.

### **Weekly Assignments:**

There will be ten (10) *Weekly Assignments*, each worth 10 points for a total of 100 points. The "Weekly Assignments" will be discussed further the first week of class. Please do NOT panic! Handouts will be posted to assist you as you prepare your weekly assignments.

### **Activities/Participation:**

Please complete the **reading** assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question or a statement for you to **respond** (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the reading, you should be fine. Participation in these "exercises" will be equated into your final grade.

### **Reviews (Book, Article, Movie):**

#### **Required**

**Book Review** (50 points): For your *Book Reviews* you are asked to read and make critical judgment about **one** book (50 points). Here is the complete citation for the required book review:

- Alvarez, Sofia Espinoza and Martin Guevara Urbina, eds. (2018). *Immigration and the law: Race, citizenship, and social control*. Tucson, AZ: University of Arizona Press.

The Book Review is limited to 3 to 5 typed pages. The logistics of the Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

**Article Review** (50 points): An article will be provided (or posted online) your review and assessment.

**Movie Review** (50 points): A movie title will be provided (or posted online) for your review and assessment.

**Major Project:**

The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed during the first part of the class. Illustration: some agencies (law enforcement and penal system) allow citizens to go in and observe. Some law enforcement agencies, for instance, allow “ride alongs.” Hence, you could arrange to participate in a series of “field” activities. At the end of the shift/session, write down what you observed. Describe how it compares with what you have learned in class (e.g., law, crime, justice, policy implications, etc.). For instance, based on your observations, what are the links between law, crime, and practice?

Your project, which is **required** (100 points), **will be shared with the rest of the class at the end of the semester**, allowing other students to provide feedback (vis-à-vis a short reaction comments), if time allows. Papers (approximately 8 to 12 pages in length) must be typed. Late papers will **not** be accepted. Do not submit (post) your only copy of any paper without **saving** your essay in case assignments are lost or destroyed. In effect, make sure that you have a backup copy of the latest version. Note: The project will be discussed further in class.

**Mini-project:**

This should be a fun exercise that allows you to explore (critically) some aspect of **criminology** in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are **optional**. You will receive “extra credit” points for completing mini-projects. If your mini-project is **adequate**, you will receive one point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will hand in a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of **criminology**.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an **alternative** you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material—especially critical issues/perspectives—when describing the phenomena you choose to explore.

**Make-up Work:** A **tentative** schedule of assignment will be provided (posted) at the beginning of the semester. However, it is possible that the schedule will be **modified** during the semester. Hence, if you fail to log on as discussed herein, it is the student’s responsibility to check with the Professor (or the Professor’s website) regularly to determine the deadlines for weekly readings, assignments, and activities. To this end, as noted above, make-up exercises will NOT be given, unless otherwise specified. For missed readings, weekly assignments and activities (i.e., “special circumstances”), it is the student’s responsibilities to find out what make-up work is required. If you have any difficulties getting the assignments or making the deadlines, please contact me right way.

**Note:** Unless otherwise specified, all assignments and activities are due on the scheduled due date. **No late assignments will be accepted.**

**Grades:** There are a total of 450 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (450) as follows:

Weekly Assignments:	100 points*
Reviews:	150 points
Required Project:	100 points
Activities/Participation:	100 points**
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<b>Total.....</b>	<b>450 points</b>

\*Tentatively, Weekly Assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to more than 450 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less than 450 points.

\*\*Similarly, if the 100 Activities and Participation points are either increased or reduced, only the total possible points for Activities/Participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 450) will add to less (or more) than 450 points. **Note:** Mini-project points will be added to your point total at the end of the course.

**Grade Distribution:**

90-100%	= A (Excellent)
80-89%	= B (Better than Average)
70-79%	= C (Average)
60-69%	= D (Below Average)
Below 60%	= Failing

Please be aware of **class expectations, rules, and University/College Policies**, which follow:

**Attendance Policy:**

This course is “**Web**” based. Students are expected to log-on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through discussion with other students. In the process, feel free to ask questions and/or make comments that might enhance our understanding of **criminology** and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of deviant behavior within the context of the criminal justice system. (Please reference Sul Ross State University Catalog for additional information.)

**Punctuality:** It is of extreme importance that you complete the readings and writing assignments on time to avoid falling behind. I understand that it is not possible at times, but please do not make it a routine.

**Classroom etiquette:** Above all, always **respect** yourself and others; be **patient**; be willing to explore new ideas (perspectives); and restrict questions and comments to the topic being discussed.

**Incomplete Grades:**

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will not allow an excuse for the missed work.

**Class Responsibilities and Conduct:**

You will be responsible for all information posted anytime during the semester. You will be responsible for obtaining announcements or amendments you may have missed. Any student who is intentionally abusive, disruptive, or disrespectful vis-à-vis posted discussions, activities, or emails will be asked immediately amend such communication, AND possibly dropped from the course. Any student who has been asked to amend “unjustified” communication twice will be reported to the Department Chair or Academic Dean. You are expected to show respect to yourself, other students, and your Professor.

**Academic Honesty (Reference Sul Ross State University Catalog):**

Sul Ross expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

**Disability Services:****ADA (Americans with Disabilities Act)**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu).

**Drop Policy:**

If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record's Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an **F** in the course.

**Library Services:**

Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

**Distance Education Statement:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**The Sul Ross State University Quality Enhancement Plan (QEP):**

Sul Ross State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. Sul Ross has developed a QEP called *Putting Your Words to Work* that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. Sul Ross is committed to enhancing students' written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at SRSU. Students should expect to write and speak professionally

in all courses, not just English classes. In this course, **Criminology**, students will write various papers and present student work to other students and the Professor, as discussed herein. If you have questions about the QEP, please contact Dr. Sarah Moreman, QEP Coordinator, at [smoreman@sulross.edu](mailto:smoreman@sulross.edu).

Again, I want this class to be useful to you in your future careers. As such, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.

**Tentative\***  
**Schedule of Classes and Assignments**

Week	Topic	Readings
<b>Week 1</b>	<b>Lecture focus:</b> Detail class expectations; provide a foundation for the study of crime and deviance; & provide an introduction & broad overview of the subject matter: criminology.	
<b>Week 2</b>	<p>“An Introduction to Criminological Theory.”</p> <p>“Classical Criminology and Deterrence Theories.”</p> <p><b>Lecture focus:</b> Discussion of two central concepts, definition and measurement, in the investigation of criminality; detail major forces in the evolution of the nature of crime: historical, theoretical, cultural, religious, financial, social, political, philosophical, and ideological.</p>	<p>Winfree &amp; Abadinsky</p> <p>Chapters 1 &amp; 2</p>
<b>Week 3</b>	<p>“Biological Theories.”</p> <p>“Theories of Psychological Abnormality.”</p> <p><b>Lecture focus:</b> Provide an examination of the nature of crime, as advocated by these theorists. With the focal question: is it in their blood? Is it in the mind?</p>	Chapters 3 & 4
<b>Week 4</b>	<p>“Intelligence, Learning, and Developmental Theories.”</p> <p>“Structural Theories.”</p> <p><b>Lecture focus:</b> Analyze the assumptions of these theories; examine their explanations as to why people engage in deviant behavior: Is it because they are socialized to commit crime?</p>	Chapter 5 & 6
<b>Week 5</b>	<p>“Social Process Theories.”</p> <p>“Labeling Theory and Reintegrative Shaming Theory.”</p> <p><b>Lecture focus:</b> Conduct an evaluation of social process and labeling theories as to how well they explain criminal behavior. With the central question: Is it because they are want to?</p>	Chapter 7 & 8
<b>Week 6</b>	<p>“Conflict Theories.”</p> <p>“From Theory to Practice.”</p> <p><b>Lecture focus:</b> Evaluate conflict theories as they pertain to the scope and nature of crime and deviance. With the central question: Is it because they are poor? It is a class thing?</p>	Chapter 9 & 10
<b>Week 7</b>	<p>“Reflection Week”:</p> <p><b>Focus:</b> “Reflection Week” is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things “fits” into their broader academic career, professional life, and personal life.</p>	



<b>Week 8</b>	<p>Movie: <i>In Cold Blood</i></p> <p><b>Focus:</b> The selected movie gives students insight into the nature of crime and punishment in America; giving students the opportunity to explore the various theories in the context of the story line.</p>	
<b>Week 9</b>	<p>“The Latino Condition: Diversity, Change, and Social Control.”</p> <p>“Situating Conquest, Colonialism, Slavery, Ethnic Identity Formation, Citizenship, and Criminal Law in America.”</p> <p><b>Lecture focus:</b> Analyze criminality within a broader historical, economic, political, social, and ideological context.</p>	<p>Urbina &amp; Alvarez</p> <p>Chapter 1 &amp; 2</p>
<b>Week 10</b>	<p>“Historical and Contemporary Forces Governing Hispanic Criminal (In)Justice.”</p> <p>“Latinos in the United States: Understanding the Historical and Systemic Foundations of Racial Oppression.”</p> <p><b>Lecture focus:</b> Examine the scope and nature of crime and deviance from the standpoint of historical and contemporary forces.</p>	<p>Chapter 3 &amp; 4</p>
<b>Week 11</b>	<p>“Criminalizing Mexican Identity: Privilege, Power, and Identity Formation.”</p> <p>“Policing the Barrios: Latinos and Law Enforcement Over the Years.”</p> <p><b>Lecture focus:</b> Explore the contours of criminality and the forces shaping and reshaping the criminalization process and outcomes.</p>	<p>Chapters 5 &amp; 6</p>
<b>Week 12</b>	<p>“Latino Police Officers, Policy, and Practice: Positive Police Reform or Reinforcement of Structural Hierarchies.”</p> <p>“Latinos and the U.S. Criminal Justice System: The Road to Prison.”</p> <p><b>Lecture focus:</b> Analyze the actual realities of criminal justice reforms in law enforcement and its connectivity to imprisonment.</p>	<p>Chapter 7 &amp; 8</p>
<b>Week 13</b>	<p>“Life After Prison: Recommendations for Overcoming Legal Barriers, Community Reentry, and Steps for Making it Outside.”</p> <p>“The Thin Blue Line: Propositions for a New Police Force.”</p> <p><b>Projects are due</b></p> <p><b>Lecture focus:</b> Provide recommendations for community reintegration and propose recommendations for police reform in the modern America.</p>	<p>Chapter 9 &amp; 10</p>
<b>Week 14</b>	<p>“The Minority Experience Through the Lens of the American Media: Eight Counter-Stereotyping Strategies.”</p> <p>“Manifestations of Historically Entrenched Racial Ideologies in American Education: Tools for Latino Students in the Twenty-First Century.”</p> <p><b>Focus:</b> Analyze the influence of media coverage, it’s implications and ramifications. Provide recommendations for social change in education as well as other institutions.</p>	<p>Chapter 11 &amp; 12</p>

<b>Week 15</b>	<p>“The New Frontier: Globalization, Latinos, and Criminal Justice.”</p> <p>“The Future of Latinos and the Criminal Justice System: Bridging the Gaps and Future Research.”</p> <p><b>Lecture focus:</b> As the final lecture, the various topics discussed during the semester will tied together, placing them within a broader framework; that is, globalization, to include the globalization of knowledge. Concluding with recommendations for the future, as we continue the discourse on criminal justice and criminology.</p>	Chapter 13 & 14
<b>Week 16</b>	<b>Final exam: TBA</b>	

\*The syllabus is likely to be **amended** during the semester at the discretion of the Professor!

**Note:** Projects will be due at the beginning of the class, and no late assignments will be accepted.

### Mini-Project Suggestions

1. Find interesting criminal justice stories in newspapers and magazines, and report on them in class. Explain what you find interesting about the stories.
2. From newspapers and magazines, cut out or copy advertisements for criminal justice jobs. Describe how the advertisements are alike and how they are different. Write your own advertisement. Exchange your advertisement with those written by fellow students and evaluate them.
3. Read a nonfiction book about crime. Try to explain the criminal behavior by using the theories discussed in class. Good choices of books include Truman Capote's *In Cold Blood*, Vincent Bugliosi's *Helter Skelter*, and Norman Mailer's *The Executioner's Song*.
4. Watch a video of Stanley Kubrick's *A Clockwork Orange*. Discuss the crime prevention implications.
5. Select several crimes, such as murder, rape, burglary, restraint of trade, insider trading, and consumer fraud, and try to explain them by using the theories discussed in class.
6. Identify some of the crime prevention strategies being used in your community, such as DARE, neighborhood watch, community policing, and house arrest. Evaluate them in light of what you have learned in class.
7. Divide into groups, and debate the merits of the various theories and crime prevention strategies discussed in class.