

SOCY 341.02: Criminology
SOCY 341.02: Criminology
Fall 2017

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Office Hours: By appointment
Class Hours: Online

Important College Administrative Dates

August 28: Last day of Drop/Add for full semester classes
 October 16-17: Fall Break
 October 26: Last day to withdraw with a grade of "W"
 November 22-26: Thanksgiving Holiday
 December 4: Last day of full semester classes
 December 5: Reading Day
 December 13: Last day of final exams

Course Description: This class will introduce you to the sociological and social psychological study of crime. We will explore the most commonly discussed causes of crime in American criminology. We will also examine the motivations for and organization of different criminal offenses and enterprises. Throughout the class, we will look at a range of programs developed largely at the grassroots levels to prevent crime. By the end of the class, you should be equipped to intelligently engage and make sense of the media and political discussions of crime.

Course Pre-Requisites: SOCY101: Introduction to Sociology, HONS167: Honors Introduction to Sociology, or SOCY102: Contemporary Social Issues.

Student Learning Outcomes

1. Critically evaluate how politicians and news outlets cover and discuss crime and the extent to which politicians and news organization accurately talk about crime and justice issues.
2. To think sociologically about the causes of crime so that you are able to identify and talk about causal factors beyond the psychology or biology of individual offenders.
3. To become well versed in the various social and social psychological theories of crime that offer explanations of criminal behavior. To accomplish this, you will be asked to write an autobiographical sociological analysis explaining why you (or somebody close to you) have or have not engaged in criminal behavior.

Offensive Material Warning: In studying crime and deviance you will encounter subjects (e.g., sexual assault and murder), language (e.g., curse words in readings, videos and songs), depictions, and attitudes that you may find disturbing or offensive.

* Sections of this syllabus are adapted with permission from the syllabus developed by Dr. Lisa Brush at the University of Pittsburgh.

Class Delivery Format

This is a distance education course, which means that our interaction will occur entirely online and not in a traditional face-to-face classroom setting. Distance education courses require students to be self-motivated, disciplined, organized and task-driven. **SOME STUDENTS ARE UNDER THE IMPRESSION THAT DISTANCE EDUCATION CLASSES ARE EASIER THAN TRADITIONAL FACE-TO-FACE CLASSES. THIS IS NOT TRUE. IN FACT, DISTANCE EDUCATION COURSES ARE OFTEN MORE CHALLENGING THAN TRADITIONAL CLASSES AND YOU SHOULD BE PREPARED TO SPEND SEVERAL HOURS ON THIS CLASS EACH DAY, INCLUDING ADDITIONAL TIME ON THE WEEKENDS.** It is critical that you complete work for this class each day and not wait until the day before a deadline to begin working on readings and other assignments.

In this class, you will be able to complete readings and assignments when it is most convenient to you—you are not required to login to the Internet at a specific time to interact with your classmates or me. **HOWEVER, YOU MUST HAVE REGULAR ACCESS TO A COMPUTER WITH A RELIABLE HIGH-SPEED INTERNET CONNECTION AND COMPUTER WITH A MICROPHONE AND/OR WEB-CAM THROUGHOUT THE DURATION OF THIS COURSE. COMPUTER FAILURE/UNAVAILABILITY DOES NOT CONSTITUTE AN EXCUSE FOR NOT COMPLETING ASSIGNMENTS (INCLUDING ASSIGNED READINGS) BY THE DUE DATES.** So please do not wait until the last minute to complete work for a Unit, remembering that the College's library is open late for you to use computers located there.

This class will be administered through OAKS, the College of Charleston's learning management system. To access OAKS go to <http://my.cofc.edu> and login to My Charleston. The OAKS icon is the acorn located in the upper right hand corner of the screen.

Since we are not meeting face-to-face for class, I expect you to regularly login to OAKS to complete assignments, look for course updates (in the News section of the course homepage), complete readings, etc. I will use OAKS to update you on class events and assignments and you can use OAKS to communicate with me and/or your classmates via e-mail (click on the Communication link on the toolbar, then click on Classlist and you can send me or your classmates an email from there). Regularly communicating with each other will enhance the learning experience for us all.

If you are one who feels uncomfortable with technology, the College offers a number of resources to help you develop your technological competency, in general, but specifically within the context of this online class. Visit <http://blogs.cofc.edu/studentreadinessforonlinelearning/> to access those resources. And, if you experience technological problems during the class, please contact me immediately at hoffmannh@cofc.edu.

Class Organization

As you will see below, I have broken the class down into discrete units. Each unit consists of assigned readings, short lecture(s), related assignments, quizzes and sometimes videos that I ask you to watch. Each unit will open at 12:01 a.m. on the day specified on the course outline below (see pages 8-9) and the due dates for assignments are listed in that outline as well.

Each unit contains an OAKS checklist for the readings and assignments associated with that unit. The best way to stay on top of everything and do well in this class is to complete the items for each unit in the order in which I have listed them in those checklists.

Community Statement

Learning is something you do, not something that is done to you. Thus, in every class I teach, I expect students to be active participants in the learning process. In my face-to-face classes, I sometimes lecture but most of the class time is spent with me facilitating students' discussion of the assigned readings. The success of this format is contingent on students reading the assigned articles and chapters before coming to class and to be willing to engage me and their classmates in thoughtful discussion. While the online format of this class is obviously different than a face-to-face class, my expectations are the same.

You will get the most out of this class by completing the readings, participating in the various opportunities for discussion of the topics (many of those discussions are a required component of your grade) and to thoughtfully engage each other in critical examinations of the topics. Each of you brings invaluable knowledge and experiences to this class and you should draw on those assets to explore the topics we cover in this class. At the same time, be willing to accept the notion that the knowledge you have is incomplete and/or your perceptions, assumptions and views of the world might also be incomplete, flawed or misguided. Being willing to do this is hard but it is critical to the learning process and the potential for experiencing intellectual growth and development.

If you are one who is shy and generally feels uncomfortable talking in class, the distance education format is perfect for you. However, the key is that each of you remain committed to engaging the class through OAKS—I've structured the class so that you are actively engaged with each other and me in the learning process.

The class will be as good as you make it—so, let's make it great. And since this is an online class, below are a set of recommendations for "netiquette" in this class.

Netiquette

Netiquette is a combination of the term "Network Etiquette." Because online communication generally lacks visual cues common to face-to-face interactions, I expect us all (including me) to follow these standards when interacting with each other.

- Be sensitive to and reflective about what others are saying.
- Use appropriate capitalization. USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
- Be mindful of "flames"-- These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Use appropriate language. Be cautious of offensive language. At the same time...
- Be forgiving. Anyone can make a mistake.
- Be supportive of others' attempts to learn by embracing your ability to enhance others' learning experiences.
- Use clear subject lines.
- Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
- Keep the dialogue collegial and professional.

Required Course Materials

All assigned readings are available electronically in OAKS. To locate the readings, select the “Content” link on the main toolbar. All articles are posted as PDF files, which will require you to use Adobe Acrobat Reader (all library computers should have this program) to view these files. Please make sure you have an updated version of Acrobat Reader (version 11.0 is now available) installed on your home computer. To download or update your Acrobat Reader, go to <http://get.adobe.com/reader/> and click “Download Now” for the program you want and it will be installed on your computer legally and for free.

Hardware: You need regular access to a computer with a reliable high-speed Internet connection.
Your laptop, tablet or computer needs to have a microphone and/or a Webcam.

Software: [Firefox Mozilla Internet Browser](#) (OAKS is said to work best within this browser)
[Adobe Reader](#)
[Adobe Flash Player](#) (necessary to view some of the lectures)

Other: [Voice Thread](#). There is a link to VoiceThread on the right hand side of OAKS homepage for our class. Click on that link and you will be taken directly to the VoiceThread content for this class.
You have to click on the VoiceThread link within our SOCY260 OAKS class page in order for your access to go smoothly.

[Skype](#). Download and create a Skype account for optional live office hours with me by appointment.

Amazon, iTunes or Netflix Account. There will be one or more movies that I ask you to rent and stream from an online source of your choosing.

Accessibility Statement

The College of Charleston is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to fully participate in this class, complete course requirements, or benefit from the College’s programs or services, contact the Center for Disability Services (CDS) (Lightsey Center, Suite 104) as soon as possible. To receive any academic accommodation, you must be appropriately registered with the Center for Disability Services. The CDS works with students confidentially and does not disclose any disability-related information without their permission. The CDS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the CDS.

Each of us learns in different ways, and the organization of any course will accommodate each student differently. Please talk to me at the beginning of the semester about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Center for Student Learning (Addlestone Library, room 116) and the Counseling Center (843.953.5640), are available to assist you with writing, mathematics and general study skills.

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements with me now.

Student Honor Code

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (e.g., cell phone during an exam), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

You can find a complete version of the Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.

Graded Coursework

Unit Quizzes

Most units will include a quiz based on the readings and lectures assigned for that particular unit. The format of the quizzes will vary but, in general, the quizzes will consist of a mix of multiple choice/objective questions, short answer and essay questions. The quizzes will be timed so you will not have an infinite amount of time to look up the answer or to consult your notes from the lectures to answer every single question. The quizzes will account for 35% of your grade.

It is critical that, in answering the short answer and essay questions, that you use complete sentences and fully, completely and explicitly articulate your ideas (e.g., please do not treat this like a Facebook post or Twitter feed). Please do not assume that I will know what you are talking about as I cannot make such assumptions when grading written responses to quiz questions.

YOU SHOULD NOT COLLABORATE WITH OTHER STUDENTS WHEN TAKING QUIZZES UNLESS I HAVE PERMITTED YOU TO DO SO FOR A PARTICULAR UNIT. YOU SHOULD NOT HAVE REQUESTED OR RECEIVED PREVIOUS QUIZZES FOR THIS CLASS TO PREPARE YOU FOR A QUIZ. IF I FIND THAT YOU HAVE DONE ANY OF THESE, OR SOMEBODY HAS TAKEN THE QUIZ FOR YOU, YOU WILL BE REPORTED TO THE DEAN OF STUDENTS FOR VIOLATING THE COLLEGE'S HONOR CODE.

Quiz and Assignment Makeup Policy: Life often hits us with unforeseen circumstances that make it difficult for us to fulfill our obligations. If you find yourself in such a situation, contact me immediately to discuss options for completing the work for that week's unit. **If you do not reach out to me before a quiz or assignment deadline, I will not extend the deadline so you are responsible for making arrangements with me prior to the unit's deadline.**

Discussion Board Participation and Lecture Commentary (some of the material below is adapted/quoted from <https://onlinelearning.rutgers.edu/resource-grading-threaded-discussions-model>)

Each unit of the course will include several required and/or optional (bonus) opportunities for you to participate in a discussion of the material. You will be asked to participate in at least two ways. First, you will be asked to participate by responding to discussion questions that I have posted on the OAKS Discussion board relating to assigned readings or related issues (the Discussion board is located within the Communications link in OAKS). Second, you will be asked in some units to comment and/or pose questions on the lectures I present within VoiceThread.

These discussions are the way that we participate in class. So, I expect you all to post thoughtful and meaningful messages with the goal of moving the conversation forward in a constructive way. Responding with “Yeah, I agree,” and “Me, too” are not acceptable and will not earn any points. “After the [Unit] due date for the discussion, you will be graded on your overall participation...**Late posts are welcome for their intellectual value but will not be considered in your grade**” unless you have previously arranged with me to turn in late material because of an excused absence.

Your participation (whether in OAKS, VoiceThread or some other format) “should show that you have read the material” covered in the Unit. “You should do more than merely spit back what the text says; you should engage with the material by analyzing and interpreting it. Your posts should be grammatically clear enough not to present [me or a lay person] with a problem in understanding your point. It’s not a formal writing forum, but it’s not Facebook [or a Tweet or text message] either.”

Special Note on VoiceThread Lecture Participation: VoiceThread allows for you to comment on lectures using video, audio or text responses—I expect you to at least provide an audio or video lecture response. Past experience has proven to me that students’ audio or video participation offers much more depth and quality of response than text responses. More importantly, audio and video responses force us to practice public speaking (in a way) and help to humanize the distance education course that is mediated by technology.

On the [next page](#) there is a rubric showing the criteria I will use to evaluate your participation via the Discussion Board in OAKS and your lecture commentary in VoiceThread. Please be sure to consider these criteria when participating in class. Most required (as opposed to optional/bonus participation opportunities) participation assignments are worth 5 points each. Participation is worth 30% of your final grade.

Response Papers

I have created approximately 12 response paper assignments to coincide with the different Units we will cover during this course. You are responsible for completing 2 of these response paper assignments over the course of the semester. You can choose the 2 assignments that are most interesting to you. However, you must complete each assignment by the due date for the respective unit, which is listed in the Course Schedule on pages 8-9. The Response Paper assignments are defined on the “Content” page of OAKS. Late assignments will not be accepted and **PLEASE DO NOT COMPLETE A RESPONSE PAPER BEFORE THE UNIT HAS BEEN DISCUSSED IN CLASS.**

Your Assignments should be typed, edited and be at least 2 pages in length (double-spaced, 1” margins and 12-point font). Of course, you can write more than 2 pages if you have interesting things to say about the topic. I will grade your papers on the substance of your ideas and responses, the extent to which your ideas reflect the readings for that unit, independent thought on the subject, as well as the quality of your writing. Please carefully edit your papers before turning them in.

Response Papers, continued

Each response paper should be submitted as a MS Word document or PDF file in the appropriate OAKS Dropbox folder by the respective due date. You can convert your paper to a PDF file at <http://www.pdfonline.com/convert-pdf/>. The response papers are worth a total of 10% of your final grade.

Rubric for Evaluating Discussion Board Posts, VoiceThread Lecture Participation and Response Papers

	Exemplary	Accomplished	Developing	Beginning
<i>Reaction/Application</i>	<i>(10 points)</i>	<i>(8 points)</i>	<i>(6 points)</i>	<i>(4-0 points)</i>
<i>Discussion/Participation</i>	<i>(5 points)</i>	<i>(4 points)</i>	<i>(3 points)</i>	<i>(2-0 points)</i>
Demonstrates Application and Comprehension of Unit Materials	Demonstrates grasp of key concepts and ideas.	Demonstrates grasp of most concepts and ideas.	Demonstrates a shallow/superficial grasp of the material.	Shows no understanding or familiarity with content.
Supporting Evidence	Provides ample examples as supporting evidence.	Provides some evidence to support opinions.	Offers inadequate levels of support.	No evidence or examples offered to support opinions.
Clarity of Ideas	Ideas are expressed clearly and appropriate vocabulary is used.	Some signs of disorganization with expression.	Ideas are not clearly articulated such that the message is difficult to discern.	Posts and/or comments read more like Facebook or Twitter feeds.

Crime Autobiography Paper: Why You Have or Have Not Engaged in Crime

[See the last page of the syllabus below for an outline of the requirements for this paper.](#) This paper is worth 25% of your final grade.

"In the News" Bonus Participation Points

The Discussion Board in OAKS includes a forum titled "In the News." This is a place for you to start discussions with the class around the Big Ideas we are discussing in class that help to make sense of news that is being discussed in contemporary legitimate news outlets. Posting a link to a news piece and providing a narrative of what the news story is about and how the Big Ideas we are discussing or have discussed in a previous or current unit relate to the news story you selected will make you eligible for bonus participation points. **Voluntarily responding to other classmates' "In the News" posts AND/OR regularly scheduled discussion board and/or VoiceThread lecture participation also entitles you to bonus participation points.**

Summary of Graded Coursework

Assignment	Weight	Due Date	Submission Location
Unit Quizzes	35%	Ongoing	OAKS
Discussion and Participation	30%	Ongoing	OAKS & VoiceThread
Response Papers	10%	Ongoing	OAKS & VoiceThread
Crime Autobiography Paper	25%	Friday, Dec. 8, 9 a.m.	OAKS
"In the News" Bonus Participation	3% max	Ongoing	OAKS

Final Letter Grades

Your final grade will be calculated by adding the weighted scores on the above graded elements. OAKS will be set up to make these calculations throughout the semester and you can check your progress at any time (go to OAKS and click on "Grades").

Percentage	Letter Grade (Quality Pts.)	Percentage	Letter Grade (Quality Pts.)
96.0-100%	A (4.0)	74.0-76.9%	C (2.0)
90.0-95.9%	A- (3.7)	70.0-73.9%	C- (1.7)
87.0-89.9%	B+ (3.3)	67.0-69.9%	D+ (1.3)
84.0-86.9%	B (3.0)	64.0-66.9%	D (1.0)
80.0-83.9%	B- (2.7)	60.0-63.9%	D- (0.7)
77.0-79.9%	C+ (2.3)	≤59.9%	F (0)

NOTE: I do not round grades up. If your final percentage is 89.9%, you will receive a "B+". And, extra credit assignments will not be given after the last day of class.

Unit Number and Topic	Assignments	Due Date	
Unit 1: Overview of the Class	Please review the Unit 1 Checklist in OAKS	OPENS:	Tues., 8/22, 12:01 a.m.
		DUE:	Thurs., 8/31, 9:00 a.m.
Unit 2: Learning and the Sociological Perspective	Please review the Unit 2 Checklist in OAKS.	OPENS:	Tues., 8/22, 12:01 a.m.
		DUE:	Thurs., 8/31, 9:00 a.m.
Unit 3: Where We Are: Patterns of Crime and Justice in America	Please review the Unit 3 Checklist in OAKS.	OPENS:	Thurs., 8/31, 12:01 a.m.
		DUE:	Thurs., 9/7, 9:00 a.m.
Unit 4a: How We Got Here: Social Construction of Crime and Drugs	Please review the Unit 4a Checklist in OAKS.	OPENS:	Thurs., 9/7, 12:01 a.m.
		DUE:	Thurs., 9/14, 9:00 a.m.
Unit 4b: How We Got Here: History and Politics of Crime and Crime Control	Please review the Unit 4b Checklist in OAKS.	OPENS:	Thurs., 9/14, 12:01 a.m.
		DUE:	Thurs., 9/21, 9:00 a.m.
Unit 4c: How We Got Here: Policing, Criminal Justice, Race and the Politics of Crime	Please review the Unit 4c Checklist in OAKS.	OPENS:	Thurs., 9/21, 12:01 a.m.
		DUE:	Thurs., 9/28, 9:00 a.m.
Unit 4d: How We Got Here: Media Influence on Our Perception of Race and Crime	Please review the Unit 4d Checklist in OAKS.	OPENS:	Thurs., 9/28, 12:01 a.m.
		DUE:	Thurs., 10/5, 9:00 a.m.
Unit 5a: Theories of Crime: Psychology and Individual-Level Predictors of Crime	Please review the Unit 5a Checklist in OAKS.	OPENS:	Thurs., 10/5, 12:01 a.m.
		DUE:	Thurs., 10/12, 9:00 a.m.
Unit 5b: Theories of Crime: Rational Choice and Deterrence Theories	Please review the Unit 5b Checklist in OAKS.	OPENS:	Thurs., 10/12, 12:01 a.m.
		DUE:	Thurs., 10/19, 9:00 a.m.
Unit 5c: Theories of Crime: How Social Bonds Protect Us from Crime	Please review the Unit 5c Checklist in OAKS.	OPENS:	Thurs., 10/19, 12:01 a.m.
		DUE:	Thurs., 10/26, 9:00 a.m.

Unit Number and Topic	Assignments	Due Date	
Unit 5d: Theories of Crime: Crime and the Self	Please review the Unit 5d Checklist in OAKS.	OPENS:	Thurs., 10/26, 12:01 a.m.
		DUE:	Thurs., 11/2, 9:00 a.m.
Unit 5e: Theories of Crime: Why are some crimes concentrated in particular places?	Please review the Unit 5e Checklist in OAKS.	OPENS:	Thurs., 11/2, 12:01 a.m.
		DUE:	Thurs., 11/9, 9:00 a.m.
Unit 5f: Theories of Crime: Crime and the American Dream	Please review the Unit 5f Checklist in OAKS.	OPENS:	Thurs., 11/2, 12:01 a.m.
		DUE:	Thurs., 11/9, 9:00 a.m.
Unit 6: Crime Snapshots: Entrepreneurial Crime or Exploitation? The Case of Sex Workers.	Please review the Unit 6 Checklist in OAKS.	OPENS:	Thurs., 11/9, 12:01 a.m.
		DUE:	Thurs., 11/16, 9 a.m.
Unit 7: Crime Snapshots: Predatory Crime and Sexual Assault	Please review the Unit 7 Checklist in OAKS.	OPENS:	Thurs., 11/16, 12:01 a.m.
		DUE:	Thurs., 12/4, 9:00 a.m.
Autobiography Paper Due		DUE by 9:00 a.m. on Friday, December 8, 2017	

“Autobiography” Paper Assignment: Why You Have and/or Have Not Engaged in Criminal Behavior¹

This paper requires you to *apply* at least two of the criminological theories we discussed in class to explain why you have or have not become involved in criminal behavior and/or why, on isolated occasions, you broke the law. By breaking the law, I am not thinking about driving above the speed limit or drinking underage. Think of shoplifting, drug dealing, illicit drug use (other than alcohol), robbery, assault, vandalism, etc. “This paper requires you to use critical thinking skills to apply abstract theories to personal experience and to complete a critical self-analysis of your own behavior. If you do not feel comfortable revealing your behavior to me, choose someone you know *very well* and apply theories of crime to” (Schwartz) explain why she/he did or did not engage in criminal behavior.

The opening paragraphs of your paper should introduce the reader to the topic of your paper and the theory or theories you are using to explain why you have or have not engaged in criminal behavior. Describe the theory or theories you use in some detail. “For example, according to the theories you are using, why do people commit crime and what factors are most important in predicting if someone will commit crime? Then, using the theories you select, explain why you have or have not engaged in criminal behavior” (Schwartz). In doing this, you might explore the following questions:

- “What factors led you to engage (or not engage) in crime? Relate these factors directly to the crime theories. In other words, use the terms of the theory to explain/describe the behavior. Evaluate how well this theory works based on your personal experience.
- “Why did you cease your criminal activity or why have you continued? Would the theory predict this? Explain.
- “Given your personal characteristics (race, gender, social class, the neighborhood in which you were raised, etc.), why might you be more (or less) likely to engage in crime (in general) and in the particular type(s) of crime you have engaged in? Explain.” (Schwartz)
- What other social factors (e.g., peers, family dynamics, etc.) might help explain your involvement or non-involvement in crime?
- While this is a sociology class and your paper should primarily discuss sociological factors, feel free to briefly discuss any biological (e.g., genetics, neurochemical impairment, etc.) or psychological factors (e.g., personality, self-esteem, etc.) that might shed light on your involvement or non-involvement in crime.

“Autobiography” Paper Assignment, continued

Please refer to and/or draw from the content of **at least two** of the assigned readings for this class and/or lecture material when writing your paper. Please be sure to properly cite these readings within your paper (e.g., (Hoffmann 2011)). You are also welcome to use materials not assigned in class (which is not required), but *be sure to appropriately cite these materials **within the text** as well as in a reference page!* Go to <http://www.calstatela.edu/library/guides/3asa.pdf> for help with how to cite sources. If you need to cite something from lecture in your autobiography paper, you can just cite the lecture as (Hoffmann, “name of lecture”). So, if you are citing something from the lecture on control bonding theory, cite it as (Hoffmann, “Control Bonding Theory” Lecture).

WHEN APPLYING THE THEORIES TO YOUR OWN LIFE, BE SURE TO USE DETAILS AND BE SPECIFIC, EMPLOYING SPECIFIC CONCEPTS AND ELEMENTS OF THE CHOSEN THEORIES WITH SPECIFIC ILLUSTRATIVE EXAMPLES FROM YOUR OWN LIFE TO HIGHLIGHT EACH OF THOSE CONCEPTS AND THEORETICAL ELEMENTS.

Finally, do not plagiarize or use somebody else’s words as your own. If I discover that you have plagiarized you will receive zero points for this paper and you will be reported to the Dean of Students for an honor violation. You can learn more about the College of Charleston Honor System at <http://studentaffairs.cofc.edu/honor-system/index.php>.

Papers should be 5 – 7 pages, double-spaced and typed in 12-point font with 1-inch margins. Please proofread and edit your paper before turning it in. It would be even better if you asked one of your fellow students to read and edit your paper before turning it in as I will evaluate you both on the quality of your ideas and the quality of your writing.

THIS PAPER IS DUE BY 9 A.M. ON FRIDAY, DECEMBER 8TH. Submit your paper **as a MS Word document or PDF file into the appropriate OAKS Dropbox folder.** You can convert your paper to a PDF file at <http://www.pdfonline.com/convert-pdf/>. This paper is worth 25% of your final grade.

¹This paper assignment is adapted from Dr. Jennifer Schwartz (<http://cooley.libarts.wsu.edu/schwartzj/soc361.htm>).