



## CRIME IN THE US

CRJU 5010, Section 90, 3.0 credit hours

Fall 2017 Online

Instructor: **Dr. Elizabeth Bonomo**  
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Office: Clayton Hall, T-103D  
Office hrs: TR 10:00am-11:00am; 12:35pm-2:05pm; T 4:00pm—5:00pm or by appointment

### REQUIRED READINGS

#### **Book (must be purchased):**

Caputo, G. A. (2008). *Out in the storm: Drug-addicted women living as shoplifters and sex workers*. Boston: Northeastern University Press.

#### **Ebooks available for free through CSU library website:**

Wright, R. T. & Decker, S. H. (1997). *Armed robbers in action: Stickups and street culture*. Boston: Northeastern University Press.

Wright, R. T. & Decker, S. H. (1994). *Burglars on the job: Streetlife and residential break-ins*. Boston: Northeastern University Press.

#### **Articles:**

Will be posted in D2L modules.

### COURSE DESCRIPTION

The study of the scope, nature, social characteristics, and distribution of crime in the United States, and the impact of crime trends. Attention will be paid to both street and white collar crimes, policy responses to various crime events, and the ways in which crime in America compares to that of other western nations.

### COURSE LEARNING OUTCOMES

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

- Understand the major trends in US crime across time
- Know the motives and methods for committing various crimes and the characteristics of their offenders and victims



- Describe how crime in the United States compares to that of other countries
- Develop ideas for crime policy prescriptions
- Understand the implications of the US' enforcement of various crimes

#### PRE-REQUISITES

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#### COMPUTER REQUIREMENT:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

#### COMPUTER SKILL PREREQUISITES:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™

Only use your CSU e-mail account to communicate academic information to your instructor.

- Able to attach and retrieve attached files via email
- Able to use a Web browser.

#### USE OF STUDENT NOTEBOOK COMPUTERS:

Since this course is administered exclusively online students **MUST** have access to a functioning computer with sound. All assignments will all be administered via D2L therefore students are responsible for knowing how to access and use D2L. Any student needing help with D2L should see the appropriate campus service immediately so that assignments may be completed in a timely manner. Failure of computer equipment or **lack of knowledge about D2L will not be acceptable excuses for missing assignments.**

#### Desire2Learn (ONLINE CLASSROOM):

On-line activity will take place in Desire2Learn and Office 365 Teams, the virtual classroom for the course. Posting of your work in D2L and Office 365 Teams is a course requirement.



You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name. You can gain access to Office 365 Teams from your email login page. More information for Office 365 Teams is provided in D2L.

#### PROGRAM LEARNING OUTCOMES:

**Outcome 4:** Demonstrate the ability to summarize and discuss in written and oral form academic journal articles.

**Outcome 6:** Critically evaluate existing or proposed criminal justice policies and practices.

#### CLASS MEETINGS:

This course will be administered exclusively online.

#### MID-TERM PROGRESS REPORT:

The mid-term grade in this course, which will be issued by September 30, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on October 6. [Instructions for withdrawing are provided at this link.](#)

**The last day to withdraw without academic accountability is October 6, 2017.**

#### COURSE POLICIES:

##### **General Policy**

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#).

##### **University Attendance Policy**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.



### **Course Attendance Policy**

You are expected to keep up with readings on a weekly basis, just as if you were attending class on-campus.

### **Missed Work**

Without a valid, documented excuse, a grade of zero points will be assigned for any missed work. Please do not wait until the last minute to complete assignments. If you have problems or questions I may not be available to answer them immediately. Also, be aware that **D2L performs regularly scheduled maintenance which might conflict with due dates**. This information is clearly posted in D2L so you can plan accordingly. It will be your responsibility to turn assignments in on time regardless of technical problems. Technical problems will not constitute an excuse for late work. Without a valid excuse, a grade of zero points will be assigned for the missed work.

If a valid excuse is provided by a doctor or competent authority:

Every attempt should be made to submit a missed assignment electronically prior to the date it is due. If this is not possible the assignment must be submitted no more than one week after the original due date.

### **Email Correspondence**

Email will be the primary mode of correspondence with the instructor. Please use my Clayton State email address ElizabethBonomo@clayton.edu. **DO NOT SEND MESSAGES VIA D2L AS I DO NOT CHECK THOSE MESSAGES REGULARLY. I WILL NOT RESPOND TO MESSAGES SENT TO D2L.**

Please allow a 24 hour response time for all email correspondence. For example, if I receive an email on Monday morning at 9am I will respond by Tuesday morning at 9am. In addition, I will respond to any emails received on Friday, Saturday, Sunday or a holiday by the following business day. Please proofread and spell-check all emails before sending them. Additionally, consider the tone and level of formality of the email before sending it. Corresponding with faculty is different from texting with your peers. Please refrain from using text-like abbreviations and other forms of shorthand in such correspondence. **Email correspondence must originate from a Clayton State University email address.**

### **Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions. If a plagiarism allegation is substantiated, the student will receive an F in the course. Students who submit assignments alleged to include plagiarized material close to the end of the



semester will receive a grade of 'I' pending the adjudication of the case. If you have ANY questions about plagiarism, air on the side of caution and see the instructor for further clarification.

### **Plagiarism Detection Software**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

### **Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in an online classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#).

### **Professionalism**

Criminal justice issues are often controversial and not everyone may hold the same views regarding these issues. I ask that each of you be respectful and tolerant of others' viewpoints and to communicate with each other as well as myself in a courteous manner. We will engage in frequent discussion (via online discussion boards) in this course and I expect everyone to act professionally.

### **Center for Academic Success**

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at [thecas@clayton.edu](mailto:thecas@clayton.edu)



### **Writing Assistance**

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here's The Writers' Studio's contact information:

Location: Arts & Sciences Building, Room G-224  
Phone: 678.466.4728  
Email: ws224@clayton.edu  
Website: <http://clayton.edu/writersstudio>

Visit The Writers' Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

### **Weapons on Campus**

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at

<http://www.clayton.edu/public-safety/Safety-Security/Weapons>

### COURSE ASSIGNMENTS:

#### **Weekly Readings**

We will read various articles and books this semester. The articles and ebook links will be provided in D2L modules, when applicable. The required book listed above must be purchased.

#### **Weekly Discussion**

To facilitate a seminar style graduate course, we will actively be using the discussion board this semester (Week 1-Week15). Your weekly discussion board participation will consist of posting questions and responding to questions. Questions must be submitted by 6pm on Wednesday of each week and responses must be submitted by 6pm on Friday of each week. As your instructor, I will be engaged in the discussion and serve as a "guide." I might post questions for you to answer, fill in the gaps and identify important things that might have been missed, or redirect discussion if necessary.

\*\*\*Please see D2L for detailed instructions regarding specific requirements for discussion posts.



### **Reading notes**

Beginning Week 3, you will be submitting reading notes. You are required to **submit 8** reading notes throughout the semester. The eligible weeks in which you can submit reading notes are Week 3-5, Week 7-9, and Week 11-14. These notes will be due by 6pm on Friday of the week you are participating.

**\*\*\*Please see D2L for detailed instructions regarding specific requirements for reading notes.**

### **Team Project**

I will assign each of you to a “team” and you will be required to work together on a final paper. Teams will be assigned after the add/drop period ends. We will be utilizing the *Teams* application in the Office 365 suite. This is accessible from your CSU email account. More information about *Teams* will be distributed via D2L. In short, *Teams* is a platform that allows for collaboration. It will be up to you as a team to figure out how to split up the workload. You will be responsible to communicate with your team members and be an active participant in the project. The *Teams* application allows for various ways to communicate with your team members and keep one another up to date on your progress. The introductory videos and handouts posted in the D2L module will provide you with more information.

#### ***Part I of the Team Project: Prospectus***

Each team will be required to prepare a 3-5 page, double-spaced research paper prospectus due by **6pm on September 22<sup>nd</sup>**. Teams will submit the prospectus to *Teams* in Office 365 and to the *Dropbox* folder entitled *Research Paper Prospectus* in D2L. The prospectus should introduce the topic your group plans to write about in the research paper and outline precisely how the paper will unfold. It is imperative each team turns in a well thought out prospectus as this is an opportunity to receive critical feedback from me, the professor. An inadequate and incomplete prospectus will be subject to a penalty.

#### ***Part II of the Team Project: Final Group Paper***

For your final paper, each team is required to write a 15 page research paper (not including references, title page, etc.) that is double-spaced, with 1 inch margins, and Times New Roman font. The purpose of the paper is to propose a policy/program/strategy amendment to a particular crime of your choosing in the US. Your team should provide a literature review covering research on your group’s particular crime type, namely its nature and extent. Then your team should discuss a current policy/program/strategy used to reduce/control/punish this crime, followed by a proposed amendment to this policy/program/strategy and the reason for the amendment(s). Finally, your team should end the paper with a discussion of your team’s findings and their implications. If your team’s paper does not follow the guidelines specified above, your team will be penalized.

Final papers are **due by 6pm on Dec 4<sup>th</sup>**. Teams will submit the final paper to *Teams* in Office 365 and to the *Dropbox* folder entitled *Research Paper* in D2L. Late papers will not be accepted.



**Part III of the Team Project: Peer Evaluations**

Confidential peer evaluations will be utilized throughout the semester to gauge the participation of team members. Failure to meaningfully contribute to your team’s paper will result in a grade penalty.

**Part IV of the Team Project: Meeting with Instructor**

At two points during the semester (see syllabus), I will virtually meet with each team via the Teams application. More information will be provided during the semester.

Evaluation:	Grading Scale (based on percent):
15 Weekly discussions: 30%	A 90-100
8 Reading notes: 20%	B 80-89.9
Prospectus: 10%	C 70-79.9
Final paper: 40%	D 60-69.9
	F 59.9 or less.

**COURSE OUTLINE**

*I reserve the right to modify this syllabus, the dates, and assignments any time, as this is only a tentative outline for this class.*

**\*\*IMPORTANT NOTE:**

The first and second week’s discussion board participation will serve as evidence that you are participating in the class for purposes of reporting no shows. If you do not participate in the course by August 24<sup>th</sup>, you will be reported as a ‘no show’ and will be dropped from the class. Please plan accordingly.

WEEK	DATE	TOPIC	ASSIGNED READINGS
Week 1	August 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>The American Crime Decline &amp;</li> <li>Crime as Social Control</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>Barker. (2010). “Explaining the Great American Crime Decline.”</li> <li>Levitt. (2004). “Understanding Why Crime Fell in the 1990s.”</li> <li>Black. (1983). “Crime as Social Control.”</li> </ul>

Week 2	August 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>Homicide</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>Cooney. 2015. "How to Commit a Perfect Murder."</li> <li>Darke. 2010. "The Toxicology of Homicide Offenders and Victims."</li> <li>Kuhns et al. (2010). "A Meta-Analysis of Alcohol Toxicology Study Findings among Homicide Victims."</li> <li>Kuhns et al. (2014). "The Prevalence of Alcohol-Involved Homicide Offending."</li> </ul>
Week 3 (Reading notes eligible)	August 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>Sexual Assault</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>Felson &amp; Cundiff. (2014). "Sexual Assault as a Crime Against Young People."</li> <li>Thornhill &amp; Palmer. (2000). "A Natural History of Rape."</li> </ul>
Week 4 (Reading notes eligible)	September 4 <sup>th</sup> / 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>Robbery</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>Wright &amp; Decker (1997). <i>Armed Robbers in Action</i>. Pp. 3-129.</li> <li>Miller. (1998). "Up it Up."</li> </ul>
Week 5 (Reading notes eligible)	September 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Carjacking</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>Jacobs, Topalli, &amp; Wright. (2003). "Carjacking, street life, and offender motivation"</li> <li>Jacobs. (2012). "Carjacking and Copresence."</li> <li>Copes et al. (2012). "Getting the Upper Hand."</li> <li>Topalli et al. (2015). "It Takes Skills to Take a Car."</li> </ul>
Week 6 *Team Prospectus due 9/22 by 6pm	September 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>Burglary</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>Wright &amp; Decker (1994). <i>Burglars on the Job</i>. Pp. 3-102.             <ul style="list-style-type: none"> <li>This book is accessible via ebook from CSU library.</li> </ul> </li> </ul>
Week 7 (Reading notes eligible)	September 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>Burglary</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>Wright &amp; Decker (1994). <i>Burglars on the Job</i>. Pp. 103-195.</li> </ul>

<p>Week 8 (Reading notes eligible)</p>	<p>October 2<sup>nd</sup></p>	<ul style="list-style-type: none"> <li>• White Collar Crime</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Sutherland (1940). "White Collar Criminality."</li> <li>• Sutherland (1944). "Is 'White Collar Crime' Crime?"</li> <li>• Coleman (1987). "Toward an Integrated Theory of White-Collar Crime."</li> <li>• Perri (2013). "Visionaries or False Prophets"</li> </ul>
<p><b>Oct 6<sup>th</sup> Last day to Withdraw with a W</b></p>			
<p>Week 9 (Reading notes eligible)</p>	<p>October 9<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Special Topic: Culture</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Readings TBD / See D2L</li> </ul>
<p>Week 10 *Instructor check-in/virtual meeting with teams this week</p>	<p>October 16<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Shoplifting / Sex Work</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Caputo (2008). <i>Out in the Storm</i>. Pp. 1-100.</li> </ul>
<p>Week 11 (Reading notes eligible)</p>	<p>October 23<sup>rd</sup></p>	<ul style="list-style-type: none"> <li>• Shoplifting / Sex Work</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Caputo (2008). <i>Out in the Storm</i>. Pp. 101-184.</li> <li>• Lasky et al. (2015). "Glossing Over Shoplifting."</li> </ul>
<p>Week 12 (Reading notes eligible)</p>	<p>October 30<sup>th</sup></p>	<ul style="list-style-type: none"> <li>• Special Topic: Media</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Readings TBD / See D2L</li> </ul>

Week 13 (Reading notes eligible)	November 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Drug Dealing/ Drug Markets</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Readings TBD / See D2L</li> </ul>
Week 14 (Reading notes eligible)	November 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Drug Dealing/ Drug Markets</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Readings TBD / See D2L</li> </ul>
Week 15	November 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Public Policy</li> </ul> <p>*Discussion board questions posted by 6pm Wednesday/ Responses posted by 6pm Friday</p>	<ul style="list-style-type: none"> <li>• Readings TBD / See D2L</li> </ul>
Week 16 *Instructor check-in/virtual meeting with teams this week	November 27 <sup>th</sup>	Group work week	<ul style="list-style-type: none"> <li>• No assigned reading</li> </ul>
Week 17	December 4 <sup>th</sup>	<b>PAPER DUE</b>	<ul style="list-style-type: none"> <li>• <b>Final Paper due by 6pm on Dec 4<sup>th</sup></b></li> </ul>