CCJS388H: Departmental Honors Seminar  
Fall 2011  
Key Hall 0117  
Friday 1:00-3:45

Professor Denise C. Gottfredson  
Department of Criminology & Criminal Justice  
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301-405-4717  
gott@umd.edu  
Office hours: Wednesday and Fridays 4 - 5 pm and by appointment

Teaching Assistant: Katie Zafft  
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COURSE DESCRIPTION  
This course is intended to (a) provide an in-depth understanding of how criminological research is produced and to (b) prepare CCJS Departmental Honors students for writing an honors thesis. It will focus on helping students develop critical thinking skills, improve writing, and build an expertise on a topic area of their choosing. The course will begin by reviewing the nature of social science research and writing. Students will build upon this foundation by critically reading articles on various criminological topics and interviewing the researchers who produced the articles to learn more about the factors that led to the research, challenges the researchers overcame in the process of conducting the research, and what changes occurred as a result of the research. Students will critique each article in class, paying attention to content, the methodology, and the implications. Throughout the semester, students will work on identifying a thesis topic, locating relevant readings on the topic, and developing one or more research questions that could be addressed in an honors thesis. In subsequent semesters, students will further develop the thesis topic, write and defend the honors thesis.

CLASS FORMAT  
This class operates as a seminar. Students are expected to complete all of the reading assignments each week and be prepared to share their perspectives and opinions in a manner that illustrates critical thinking.
Students are expected to ask intelligent questions of the visiting researchers each week.

**READINGS**

Additional class readings will be due before each class. All class readings are posted on ELMS. In addition to these readings, students will be responsible for reading supplemental texts and articles relevant to their own thesis topics.

**GRADING POLICY**

Grades will be based on class participation as measured by participation in discussions and interviews (30%), a final presentation of the thesis topic and research question (10%), and seven assignments:

- Statement of five possible thesis topics (5%)
- Reading list for one possible thesis topic (10%)
- Critique of four articles on the reading list (10% each, for 40% total)
- Statement of thesis topic and research question(s) (5%)

Final letter grades will be assigned according to the following number system:  

- **A+** = 97-100; **A** = 93-96; **A-** = 90-92; **B+** = 87-89; **B** = 83-86;  
- **B-** = 80-82; **C+** = 77-79; **C** = 73-76; **C-** = 70-72; **D+** = 67-69; **D** = 60-66;  
- **D-** = 60-62; **F** = below 60.

**CLASS ATTENDANCE and PARTICIPATION**

Students are expected to attend class regularly and participate in class discussions and activities. Students will receive a participation grade for each class. Assigned readings should be completed before the class for which the topic is scheduled.

**POLICIES REGARDING MISSED CLASSES and ASSIGNMENTS**

- **Attendance:** All students are expected to attend every class. Because participation is assessed for each class, missing class will result in a reduced grade. If you must miss a particular class or meeting, please give me advanced notice.
- **Missed Deadlines/Late Assignments:** Extensions for papers or presentations will not be given except in cases of a medical or family emergency. Accompanying written documentation is required. If an assignment is late without my prior approval, it will lose one letter grade for every 24 hours that is past the due date.

**ACADEMIC DISHONESTY**

Academic dishonesty will not be tolerated. If any of the following are suspected, it will be reported to the Office of Student Conduct:

1. **Cheating:** intentionally using or attempting to use unauthorized
material, information or study aids in any academic exercise.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.
4. Plagiarism: intentionally or knowingly representing words/ideas of another as your own.

BLACKBOARD

The course syllabus, readings, and grades will be posted electronically at http://elms.umd.edu. Log in with your Directory ID (logon ID) and password.

USE OF TECHNOLOGY

Students may use their personal computers to take class notes. If a student is found to be using personal technology devices in any way that is not related to taking class notes, the student will lose the privilege of using any personal technology device for the duration of the semester.

DISABILITY SUPPORT

Every effort will be made to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide a University of Maryland DSS Accommodation form which has been updated for the current semester. Students requiring special accommodations must inform me and provide the required DSS form within the first two weeks of class.

STATEMENT ON CLASSROOM DISRUPTIONS

The success of this class is dependent on our ability as a class to work together to create an environment conducive to learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Disruptive behaviors in the classroom rob other students of opportunities to learn. Examples of such behaviors include coming late to class, repeatedly leaving or entering the classroom, making loud or distracting noises, persisting in speaking without being recognized, using cell phones and beepers, reading outside materials, sleeping, and conducting side conversations. Students engaging in these behaviors will be asked to leave and will not be given the opportunity to make up work missed as a result of leaving.
COURSE OUTLINE

Below is a schedule of lecture topics, readings, and assignments. Class readings are to be done BEFORE the date on the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Event</th>
<th>Assigned Reading(s)</th>
<th>Assignments Due Before Class</th>
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</thead>
<tbody>
<tr>
<td>9/2/11</td>
<td>CCJS Departmental Honors Program Overview/Course Overview/Introductions/ Choosing a Thesis Topic</td>
<td>Reading List 1: chapter 3</td>
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<td>9/9/11</td>
<td>The Language and Structure of Scientific Writing/Critical Reading of Research Documents/Preparing Questions for Presenters</td>
<td>Reading List 2 (chapters 1 and 2), Reading List 3, 4</td>
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<td>Readings on Social Organization and Crime</td>
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<td>9/16/11</td>
<td>Library Research Skills with Alan R. Matlilage</td>
<td>Reading List 5</td>
<td>Five possible thesis topics</td>
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<td>Readings on Criminal Records and Labor Market Outcomes</td>
<td>Additional Optional Resources for Bibliographical Sources: Reading List 1, Chapter 5 and Appendix on bibliographical resources</td>
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<td></td>
<td>Guest faculty: Assistant Professor Kiminori Nakamura</td>
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<td>9/23/11</td>
<td>Using Your Sources</td>
<td>Reading List 6, 7</td>
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<td>Readings on Peer Influences on Delinquency</td>
<td>Optional: Reading List 1, chapter 6</td>
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<td>Guest faculty: Associate Professor Jean McGloin</td>
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<td>9/30/11</td>
<td>Readings on Intimate Partner Violence</td>
<td>Reading List 8, 9</td>
<td>Reading list for one topic</td>
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<td>Guest faculty: Associate Professor Laura Dugan</td>
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<td>10/7/11</td>
<td>Readings on Childhood Maltreatment and Adolescent Delinquency</td>
<td>Reading List 10, 11</td>
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<td>Date</td>
<td>Topic</td>
<td>Faculty</td>
<td>Reading List(s)</td>
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<td>10/14/11</td>
<td>Readings on Corporate Crime</td>
<td>Guest faculty: Professor Terence Thornberry</td>
<td>Reading List 12, 13</td>
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<td>10/21/11</td>
<td>Readings on Terrorism</td>
<td>Guest faculty: Professor Sally Simpson</td>
<td>Reading List 14, 15</td>
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<td>10/28/11</td>
<td>Readings on Racial and Ethnic Threat in Sentencing and School Discipline</td>
<td>Guest faculty: Associate Professor Brian Johnson</td>
<td>Reading List 16, 17</td>
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<tr>
<td>11/4/11</td>
<td>Library research with Alan R. Mattlage, McKeldin Room 6101</td>
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<td>11/11/11</td>
<td>Readings on Policing</td>
<td>Guest faculty: Professor Lawrence Sherman</td>
<td>Reading List 18, 19</td>
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<td>11/18/11</td>
<td>Drug Treatment Courts</td>
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<td>Reading List 2</td>
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<td></td>
<td>Translating Research Problems into Testable Research Questions/Overview of Data Sources</td>
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<td>(chapter 3), Reading List 20</td>
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<td>11/25/11</td>
<td>Thanksgiving – No Class</td>
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<td>12/2/11</td>
<td>Readings on Sentencing: Victim Impact Statements</td>
<td>Guest faculty: Professor Ray Paternoster</td>
<td>Reading List 21, 22</td>
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<td>Date</td>
<td>Topic/Event</td>
<td>Assigned Reading Chapter(s)</td>
<td>Assignments Due Before Class</td>
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<tr>
<td>12/9/11</td>
<td>Student Presentations of Possible Thesis Topic and Research Question(s)</td>
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<td>Possible Thesis Topic and Research Question(s)</td>
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Readings


Also read this summary for an example of how the research is presented to broader audience: [http://www.nij.gov/journals/263/redemption.htm](http://www.nij.gov/journals/263/redemption.htm)


21. U.S. Supreme Court decisions: