

## Week-by-Week Course Mapping Template

**Course number, department code, and course title:** SOC 199: Introduction to Criminology

**Instructor Name/Institution:** Stephanie Wiley University of Oregon

**Course description:** Crime is a regular occurrence in most of our lives—whether we see it in the news, have been personally affected, or are enthralled by the latest TV series. Less frequently considered is the meaning of the term, “criminology,” which can be defined as “the study of the processes of making laws, breaking laws, & reacting towards the breaking of laws” (Sutherland & Cressey, 1974). This course is designed to give you a broad introduction to criminology as a discipline, including measurements & definitions of crime, the myriad societal & personal factors that explain crime, & criminal justice system processes & responses. We’ll also consider how criminology is woven into a range of careers in research, education, government, law, & non-profit organizations.

**Expected course size:** 165

### Course Learning Outcomes:

1. Describe criminology as a discipline and identify relevant career paths
2. Identify and evaluate types of crime, patterns over time, and differences across groups
3. Critically assess key explanations for crime and the evolution of theories over time
4. Identify stages of the criminal justice process and ethically reflect on both traditional practices and recent alternative strategies
5. Evaluate the interaction of social location, crime, and justice system responses

Week & Theme	Module-Level Learning Objectives Students will be able to do these specific things which link to bigger course-level learning outcomes	Assignments or Assessments Students will express or demonstrate their learning in	Formative Feedback Students will get formative feedback on their efforts via...(ex: rubrics, quiz answer explanations, global video announcements, walkthroughs of	Learning Activities Students will do these activities to interact with other students, course content, and the instructor...	Lecture Topics, Readings, and/or Other Resources Students will complete these readings and/or access these videos and course materials.

		these ways...	sample student work, 1:1 conferences)		
1 <b>Welcome/ Defining Criminology &amp; Crime</b>	<p>Lecture 1</p> <p>1.1 Get to know your Professor &amp; GEs (CO #1)</p> <p>1.2 Review course assignments, late tokens, &amp; schedule</p> <p>1.3 Recognize course expectations &amp; policies</p> <p>1.4 Identify ways that the CJS affects our lives (CO #1, #5)</p> <p>Lecture 2</p> <p>2.1 Define deviance &amp; crime (CO #1)</p> <p>2.2 Distinguish interactionist, consensus, &amp; conflict views of deviance &amp; crime (CO #1, #5)</p> <p>2.3 Identify the three components of the CJS: Police, Courts, &amp; Corrections (CO #1, #4)</p> <p>2.4 Define crime control &amp; due process models of the CJS (CO #4)</p>	<ul style="list-style-type: none"> <li>Quiz 1</li> </ul>	<ul style="list-style-type: none"> <li>Quiz answers marked correct/incorrect</li> <li>Students allowed unlimited quiz attempts before deadline to achieve grade they want</li> <li>Access to correct quiz answers after deadline</li> <li>Formative feedback provided in class to clarify concepts &amp; answer student questions</li> </ul>	<ul style="list-style-type: none"> <li>Lecture 1 <a href="#">Video</a>: We Are Witnesses shows how lives are touched by CJS <ul style="list-style-type: none"> <li>Students share &amp; discuss reactions</li> </ul> </li> <li>Lecture 2 <a href="#">Video</a>: Shows different taboos across the world</li> <li>Lecture 2 <a href="#">Video</a>: History of jaywalking shows crime is subjective</li> <li>Lecture 2 Activity: Walk through CJS <a href="#">process</a> [image]</li> <li>Lecture 2 iClicker Cloud <ul style="list-style-type: none"> <li>MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture 1: Course Overview &amp; Expectations <ul style="list-style-type: none"> <li>Review <a href="#">syllabus</a> &amp; canvas page</li> </ul> </li> <li>Lecture 2 <a href="#">Slides: Views of Crime &amp; The Criminal Justice System</a> <ul style="list-style-type: none"> <li>Read: Chapter 1, Sections: <a href="#">Crime and the Criminal Justice System</a> to <a href="#">The Crime Control and Due Process Models</a></li> </ul> </li> </ul>
2 <b>Types of Crime &amp; Sources of Data</b>	<p>Lecture 3</p> <p>3.1 Characterize different types of crime (CO #2)</p> <p>3.2 Characterize victimology as a discipline (CO #1, #2)</p> <p>3.3 Recognize criticisms of crime victim typologies (CO #3, #5)</p>	<ul style="list-style-type: none"> <li>Quiz 2</li> </ul>	<ul style="list-style-type: none"> <li>Quiz answers marked correct/incorrect</li> <li>Students allowed unlimited quiz attempts before deadline to achieve grade they want</li> </ul>	<ul style="list-style-type: none"> <li>Lecture 3 <a href="#">link</a>: Oregon classification of crime seriousness</li> <li>Lecture 3 <a href="#">Video</a>: “What were you wearing exhibit” shows victim-blaming in sexual violence</li> <li>Lecture 3 <a href="#">Video</a>:</li> </ul>	<ul style="list-style-type: none"> <li>Lecture 3 <a href="#">Slides: Crime Typologies &amp; Victimology</a> <ul style="list-style-type: none"> <li>Read: Ch. 1, Sections: <a href="#">Different Types of Crimes and Offenses</a> to <a href="#">Conclusion</a>.</li> </ul> </li> </ul>

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	<p>3.4 Identify the role of victims in the criminal justice process (CO #2, #5)</p> <p>Lecture 4</p> <p>4.1 Identify research designs &amp; data sources used to measure crime (CO #2, #5)</p> <p>4.2 4.2 Define the “dark figure” of crime (CO #2)</p> <p>4.3 Identify reasons for non-reporting (CO #2)</p> <p>4.4 Recognize limitations of &amp; ethical concerns with crime statistics (CO #2, #5)</p>		<ul style="list-style-type: none"> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts &amp; answer student questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 3 iClicker Cloud <ul style="list-style-type: none"> <li>◦ MC polls, word clouds</li> </ul> </li> <li>• Lecture 4 <a href="#">Video</a>: Shows difficulty measuring police use of force data</li> <li>• Lecture 4 iClicker Cloud <ul style="list-style-type: none"> <li>◦ MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◦ Listen to ologies: <a href="#">Victimology (transcript)</a> <a href="#">[Podcast]</a></li> <li>• Read <a href="#">Chapter 3</a></li> <li>• Lecture 4 <a href="#">Slides: Defining &amp; Measuring Crime</a></li> </ul>
<p>3</p> <p><b>Crime News &amp; Policies</b></p>	<p>Lecture 5</p> <p>5.1 Identify features of crime stories from the news (CO #2)</p> <p>5.2 Characterize the relationship between media coverage &amp; perceptions of crime (CO #2)</p> <p>5.3 Recognize practical &amp; ethical concerns for media coverage of crime (CO #5)</p> <p>Lecture 6</p> <p>6.1 Characterize the relationship between theory, research, &amp; policy (CO #1)</p> <p>6.2 Identify the actors &amp; stages involved in creating policy (CO #4, #5)</p>	<ul style="list-style-type: none"> <li>• Quiz 3</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz answers marked correct/incorrect</li> <li>• Students allowed unlimited quiz attempts before deadline to achieve grade they want</li> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts &amp; answer student questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 5 Activity: Search social media or news apps for crime stories <ul style="list-style-type: none"> <li>◦ iClicker wordcloud with news themes</li> </ul> </li> <li>• Lecture 5 <a href="#">Video</a>: Explains impact of media coverage on fear &amp; potential solutions</li> <li>• Lecture 5 <a href="#">Video</a> on internet activism related to civil rights</li> <li>• Lecture 5 iClicker Cloud <ul style="list-style-type: none"> <li>◦ MC polls, word clouds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Chapter 2</a></li> <li>• Lecture 5 <a href="#">Slides: Crime in the Media</a> <ul style="list-style-type: none"> <li>◦ Listen to Justice in America: <a href="#">Crime, Justice, &amp; The Media</a> [Podcast]</li> </ul> </li> <li>• Lecture 6 <a href="#">Slides: Criminal Justice Policy</a></li> </ul>

	6.3 Recognize how the media, politics, & social movements shape policy (CO #5)			<ul style="list-style-type: none"> <li>• Lecture 6 <a href="#">Video</a>: Superpredators &amp; moral panics</li> <li>• Lecture 6 <a href="#">Video</a>: Oregon Decriminalization &amp; Recriminalization</li> <li>• Lecture 6 iClicker Cloud: <ul style="list-style-type: none"> <li>○ MC polls, word clouds, exit poll</li> </ul> </li> </ul>	
4 <b>Explanations of Crime</b>	<p>Lecture 7</p> <p>7.1 Identify the qualities of a good theory (CO #1, #3)</p> <p>7.2 Characterize classical, neoclassical, &amp; positivist criminological theories (CO #3)</p> <p>7.3 Recognize criticisms of early &amp; traditional theories of crime (CO #3)</p> <p>Lecture 8</p> <p>8.1 Characterize modern criminological theories (CO #3)</p> <p>8.2 Recognize criticisms of modern theories of crime (CO #3)</p> <p>8.3 Characterize the historical development of criminological theories (CO #3)</p> <p>Case Study I</p> <p>CS 1.1. Describe a real-world</p>	<ul style="list-style-type: none"> <li>• Quiz 4</li> <li>• <a href="#">Case Study I</a></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz answers marked correct/incorrect</li> <li>• Students allowed unlimited quiz attempts before deadline to achieve grade they want</li> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts &amp; answer student questions</li> <li>• Rubric &amp; written feedback for case study assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 7 <a href="#">Video</a>: FBI profiler to discuss what theory is &amp; isn't</li> <li>• Lecture 7 iClicker Cloud: <ul style="list-style-type: none"> <li>○ MC polls, word clouds, exit poll</li> </ul> </li> <li>• Lecture 8 <a href="#">Video</a>: operant conditioning</li> <li>• Lecture 8 <a href="#">Video</a>: Highlight theory in We Are Witnesses stories <ul style="list-style-type: none"> <li>○ iClicker Cloud word cloud shows what theory concepts are highlighted in video</li> </ul> </li> <li>• Lecture 8 iClicker Cloud: <ul style="list-style-type: none"> <li>○ MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Chapter 5</a></li> <li>• Lecture 7 <a href="#">Slides: Traditional Theories of Crime</a></li> <li>• Lecture 8 <a href="#">Slides: Modern Theories of Crime</a> <ul style="list-style-type: none"> <li>○ Listen to ACLU: <a href="#">Kimberlé Crenshaw on Teaching the Truth about Race in America</a></li> </ul> </li> </ul>

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	<p>example of a crime (CO #2)</p> <p>CS 1.2 Summarize a key criminological theory (CO #3)</p> <p>CS 1.3 Demonstrate how the selected theory explains the crime (CO #2, #3)</p> <p>CS 1.4 Evaluate the theory &amp; its applicability across people &amp; contexts (CO #3, #5)</p>				
<p>5</p> <p><b>The Law &amp; Evidence</b></p>	<p>Lecture 9</p> <p>9.1 Identify functions &amp; dysfunctions of the law (CO #4)</p> <p>9.2 Define mala in se &amp; mala prohibita crimes (CO #2)</p> <p>9.3 Distinguish substantive law from procedural law (CO #4)</p> <p>Lecture 10</p> <p>10.1 Distinguish criminology from criminalistics (CO #1)</p> <p>10.2 Identify types of criminalistics (CO #4)</p> <p>10.3 Recognize what forensic science can &amp; can't do (CO #4)</p>	<ul style="list-style-type: none"> <li>Quiz 5</li> </ul>	<ul style="list-style-type: none"> <li>Quiz answers marked correct/incorrect</li> <li>Students are allowed unlimited quiz attempts before the deadline to achieve the grade they want</li> <li>Access to correct quiz answers after deadline</li> <li>Formative feedback provided in class to clarify concepts &amp; answer student questions</li> <li>Students encouraged to meet with TAs and instructor during</li> </ul>	<ul style="list-style-type: none"> <li>Lecture 9 <a href="#">Video</a>: Judges discuss Rule of Law</li> <li>Lecture 9 Activity: review Substantive law in <a href="#">ORS</a></li> <li>Lecture 9 Activity: Review <a href="#">video</a> &amp; vote whether sedition is a matter of substantive or procedural law</li> <li>Lecture 9 iClicker Cloud: <ul style="list-style-type: none"> <li>MC polls, word clouds</li> </ul> </li> <li>Lecture 10: Guest Speaker from the field</li> <li>Lecture 10 iClicker Cloud <ul style="list-style-type: none"> <li>Q&amp;A for guest speaker, MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read <a href="#">Chapter 4</a></li> <li>Lecture 9 <a href="#">Slides: Criminal Law</a></li> <li>Lecture 10 <a href="#">Slides: Forensic Science</a> <ul style="list-style-type: none"> <li>Read: <a href="#">California Association of Criminalists</a> [Website]</li> <li>Listen to Justice in America: <a href="#">Junk Forensic Science</a> [Podcast]</li> </ul> </li> </ul>

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			office hours to receive feedback on early drafts/outlines <ul style="list-style-type: none"> <li>• Rubric &amp; written feedback for case study</li> </ul>		
6 <b>Policing</b>	Lecture 11 11.1 Distinguish across the different eras of policing (CO #4, #5) 11.2 Identify different levels of policing & types of jobs within agencies (CO #1, #4) 11.3 Identify key Supreme Court Cases & Constitutional Amendments & their implications for society, individuals, & policing (CO #4, #5)  Lecture 12 12.1 Identify examples of police corruption, misconduct, & accountability (CO #2, #4) 12.2 Identify current issues in policing and their impact on society, individuals, & policing (CO #4, #5) 12.3 Recognize the potential future of policing & its challenges (CO #1, #4, #5)	<ul style="list-style-type: none"> <li>• Quiz 6</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz answers marked correct/incorrect</li> <li>• Students are allowed unlimited quiz attempts before the deadline to achieve the grade they want</li> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts &amp; answer student questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 11 <a href="#">Video</a>: England's Bobbies</li> <li>• Lecture 11 Activity: Walk through CJS policing <a href="#">process</a></li> <li>• Lecture 11 Activity: Spot the <a href="#">illegal police stop</a> [image]             <ul style="list-style-type: none"> <li>○ iClicker poll to see if stop is legal</li> </ul> </li> <li>• Lecture 11 <a href="#">video</a>: Watch episode of COPS</li> <li>• Lecture 11 iClicker Cloud             <ul style="list-style-type: none"> <li>○ MC polls, word clouds</li> </ul> </li> <li>• Lecture 12 <a href="#">Video</a>: What does defund look like?</li> <li>• Lecture 12 <a href="#">Video</a>: What happened to defund the police?</li> <li>• Lecture 12 iClicker Cloud             <ul style="list-style-type: none"> <li>○ MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Chapter 6</a></li> <li>• Lecture 11 <a href="#">Slides: Policing</a></li> <li>• Lecture 12 Slides: Challenges &amp; Alternatives to Policing             <ul style="list-style-type: none"> <li>○ Read NYT: <a href="#">How "Defund the Police Failed"</a> [Website]</li> <li>○ Listen to First Person: <a href="#">He Started the First Police Academy at an H.B.C.U.</a> [Website / audio]</li> </ul> </li> </ul>

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<p>7 <b>Courts</b></p>	<p>Lecture 13 13.1 Identify the basics of plea deals &amp; reasons for using them (CO #4, #5) 13.2 Recognize common concerns with plea deals (CO #4, #5) 13.3 Identify factors that can influence eyewitness testimony (CO #4)</p> <p>Lecture 14 14.1 Recognize courtroom players &amp; their roles in U.S. courts (CO #1, #4) 14.2 Distinguish across hierarchies &amp; stages of criminal court cases (CO #4) 14.3 Identify key rights &amp; issues related to courts &amp; their implications for society (CO #4, #5)</p>	<ul style="list-style-type: none"> <li>• Quiz 7</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz answers marked correct/incorrect</li> <li>• Students are allowed unlimited quiz attempts before the deadline to achieve the grade they want</li> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts and answer student questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 14 Activity: Walk through CJS Court <a href="#">process</a> [image]</li> <li>• Lecture 14 <a href="#">Video</a>: power of prosecutor</li> <li>• Lecture 14 iClicker Cloud <ul style="list-style-type: none"> <li>o MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Chapter 7</a></li> <li>• Lecture 13. No In-person class <ul style="list-style-type: none"> <li>o Listen to Justice in America: <a href="#">Plea Deals</a> [Podcast]</li> <li>o Listen to Hidden Brain: <a href="#">Are Your Memories Real?</a> [Podcast]</li> </ul> </li> <li>• Lecture 14 <a href="#">Slides: Courts</a></li> </ul>
<p>8 <b>Corrections</b></p>	<p>Lecture 15 15.1 Distinguish across ideologies of punishment (CO #1, #3) 15.2 Identify characteristics of jails, including design, governance, populations, rights, &amp; opportunities (CO #4, #5) 15.3 Identify characteristics of prisons, including design, governance, populations,</p>	<ul style="list-style-type: none"> <li>• Quiz 8</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz answers marked correct/incorrect</li> <li>• Students are allowed unlimited quiz attempts before the deadline to achieve the grade they want</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 15 <a href="#">Video</a>: Life in Medium Security Prison US</li> <li>• Lecture 15 iClicker Cloud <ul style="list-style-type: none"> <li>o MC polls, word clouds</li> </ul> </li> <li>• Lecture 16 Activity: Walk through CJS community corrections <a href="#">process</a></li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Chapter 8</a></li> <li>• Lecture 15 Slides: Corrections</li> <li>• Read <a href="#">Chapter 9</a></li> <li>• Lecture 16 <a href="#">Slides: Community Corrections</a> <ul style="list-style-type: none"> <li>o Listen to Justice in America:</li> </ul> </li> </ul>

	<p>rights, &amp; opportunities (CO #4, #5)</p> <p>Lecture 16</p> <p>16.1 Identify diversion points in the criminal justice system (CO #4)</p> <p>16.2 Characterize types &amp; examples of community corrections (CO #1, #4)</p> <p>16.3 Identify current correctional issues &amp; possible solutions (CO #2, #4, #5)</p>		<ul style="list-style-type: none"> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts &amp; answer student questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 16 <a href="#">Video</a>: faith-based community corrections program</li> <li>• Lecture 16 iClicker Cloud <ul style="list-style-type: none"> <li>◦ MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<p><a href="#">Restorative Justice</a> [Podcast]</p>
<p>9</p> <p><b>Juvenile Justice</b></p>	<p>Lecture 17</p> <p>17.1 Differentiate delinquency from crime (CO #1, #2, #3)</p> <p>17.2 Distinguish across different eras of juvenile justice, including key movements &amp; relevant Supreme Court Cases (CO #4, #5)</p> <p>17.3 Identify current issues in juvenile justice (CO #4, #5)</p> <p>Case Study II</p> <p>CS 2.1 Describe a crime in the context of punishment decision-making (CO #2)</p> <p>CS 2.2 Summarize a punishment ideology &amp; how it fits to the crime (CO #2, #4)</p> <p>CS 2.4 Identify a Crime Solutions</p>	<ul style="list-style-type: none"> <li>• Quiz 9</li> <li>• <a href="#">Case Study II</a></li> </ul>	<ul style="list-style-type: none"> <li>• Quiz answers marked correct/incorrect</li> <li>• Students are allowed unlimited quiz attempts before the deadline to achieve the grade they want</li> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts &amp; answer student questions</li> <li>• Students encouraged to meet with TAs and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 17 <a href="#">Video</a>: youth development &amp; CJS involvement</li> <li>• Lecture 17 <a href="#">Video</a>: The school to prison pipeline</li> <li>• Lecture 17 iClicker Cloud <ul style="list-style-type: none"> <li>◦ MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Campus Closed for Memorial Day</li> <li>• Read <a href="#">Chapter 10</a></li> <li>• Lecture 17 <a href="#">Slides: Juvenile Justice</a></li> </ul>



	<p>program that applies to the crime &amp; selected ideology (CO #4)</p> <p>CS 2.5 Evaluate the practical &amp; ethical considerations of responses to crime (CO #5)</p>		<p>instructor during office hours to receive feedback on early drafts/outlines</p> <ul style="list-style-type: none"> <li>• Rubric &amp; written feedback for case study assignment</li> </ul>		
<p>10</p> <p><b>What are careers in criminology &amp; criminal justice?</b></p>	<p>Lecture 18 &amp; 19</p> <p>18.1 Distinguish career paths relevant to criminology &amp; criminal justice (CO #1)</p> <p>18.2 Characterize careers within different stages of the criminal justice system (CO #4)</p> <ul style="list-style-type: none"> <li>• FQ 1 Identify key course concepts (CO #1, #2, #4)</li> <li>• FQ 2 Recognize types of crime &amp; data sources used to measure them (CO #2, #5)</li> <li>• FQ 3 Differentiate across explanations of crime (CO #3)</li> <li>• FQ 4 Distinguish across stages of &amp; key concerns in the CJS process (CO #4)</li> <li>• FQ 5 Distinguish across Constitutional Amendments &amp; their impact on rights in the CJS (CO #4 #5)</li> <li>• FQ 6 Identify key ethical &amp; intersectional concerns in</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 10</li> <li>• <a href="#">Extra Credit: Job Search &amp; Resume Skills</a></li> <li>• Final Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz answers marked correct/incorrect</li> <li>• Students are allowed unlimited quiz attempts before the deadline to achieve the grade they want</li> <li>• Access to correct quiz answers after deadline</li> <li>• Formative feedback provided in class to clarify concepts &amp; answer student questions</li> <li>• Students encouraged to meet with TAs &amp; instructor during office hours &amp; career center to receive feedback on extra credit</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 18: Guest Speakers from the field &amp; UO Career Center</li> <li>• Lecture 18 iClicker Cloud <ul style="list-style-type: none"> <li>◦ Q&amp;A for guest speaker, MC polls, word clouds, exit poll</li> </ul> </li> <li>• Lecture 19 iClicker Cloud <ul style="list-style-type: none"> <li>◦ MC polls, word clouds, exit poll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 18 Slides: Careers in Criminology &amp; Criminal Justice <ul style="list-style-type: none"> <li>◦ Read: Ch. 6.7, <a href="#">8.10, 9.6, 10.10</a></li> <li>◦ Read: <a href="#">Criminology vs. Criminal Justice</a> [website]</li> </ul> </li> <li>• Lecture 19 Slides: Wrap-up &amp; Final Quiz Review <ul style="list-style-type: none"> <li>◦ Review module objectives, lecture slides, &amp; notes</li> </ul> </li> </ul>

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	criminology & criminal justice (CO #3, #4, #5)		<ul style="list-style-type: none"> <li>Students can meet with TAs or instructor to review correct answers for final quiz</li> </ul>		
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