

## GRADUATE THEORY IN CRIMINAL JUSTICE SPRING 2016 FINAL PROJECT

As of 4/8/2016 – revisions after class discussion on this date.

**LEARNING GOAL:** To understand and apply key ideas from multiple theories to key points in one type of mass audience cultural product. In other words, you demonstrate not only that you understand a few key points in each of the theories that you use, but you also understand how this helps illuminate key character sequences depicted in movies.

**YOU WILL** write a paper that analyzes key character developments – something someone says, or does, or does not do, or reports feeling - from two movies using key concepts and dynamics from two different theories covered this semester. You will apply one best fitting theory in one movie and another best fitting theory in another movie. In each instance you also will say why your theory choice is superior to another theory that you might have used. (Option: you may analyze two different characters from the *same* movie using two different theories if you wish.) Each movie analyzed, and the key sequence analyzed, will have something to do with either the making of laws, the breaking of laws, or reactions to the breaking of laws, thus falling under the general topic of criminology as defined by Sutherland.

The assumption is that the movies considered will be fictional dramas. You will seek approval from the instructor for movies you propose to analyze. You will have a discussion with the instructor about how the theories you choose link up to the movie features you propose to analyze. *Once you have made your final movie and theory selections please shoot the instructor an email stating **for each:** a) movie b) character c) key episode d) which theory and e) which elements from the theory are being applied.*

**NOTE** – theory 1 and theory 2 BOTH must be from books we have studied this semester. *Ditto* for the ancillary or second choice theories you cite as the second best choices. *I am looking for you to document your understanding of and ability to apply **the criminological theories we are examining this semester in this course.***

**DUE DATE: On or before MAY 2, 9:30 AM, VIA SAFE ASSIGN UPLOAD, IN WORD DOC OR PDF FORM.** LATE SUBMISSIONS LOSE A GRADE (as in A to A-) for each day late unless there is something serious and excusable going on in which case you will a) notify instructor immediately via email or phone (610 446 4822) and b) be able to provide substantiating written documentation.

**BIBLIOGRAPHY AND IN-LINE CITATIONS.** If you do not use a reference program you can use an online citation generator for your bibliography. There are several. This one seems to work: <http://www.citationmachine.net/apa/cite-a-book/manual> . Full bibliography entry for a movie requires director (most typically, writer or producer also may be ok), year, title, country, studio, and year. In-line citations for book should be (author, year, p. #). In line citation for movie can just be (title, year, mm) where mm stands for minutes into the film.

Grading rubric follows. Pay close attention to the rubric as you construct your paper.

Theory in criminology: Spring 2016: Movie application exercise grading rubric (continues on to next page)

Mechanics

- 5 Typed, double spaced, 12 pitch
- 5 Submitted on time via upload to Safe Assign; lose points for each day late
- 5 Each movie or episode properly referenced in reference list
- 5 All sources appear in reference list
- 10 ALL In-line citations NEEDED [(Author, year); if it is a book (Author, year: p. #)] appear

Movie 1 / episode 1 / character 1

- 5 Short thumbnail sketch of the key character/key events that happen to him or her - no more than a third of a page
- 10 Description of action/sentiment/view you seek to explain
  - 9-10 Best Clear, cogent, precise description with supporting [dialogue or clear explanation of what happened]
  - 6 OK Description is fuzzy and or supporting dialogue/explanation is lacking or not clearly connected
  - 3 Poor Description hopelessly vague; dialogue/explanation missing or not applicable
- 10 Clear statement of concept 1 from theory 1 and how it applies
  - 9-10 Best Term is: appropriately defined, appropriately applied, is a major concept/dynamic from the theory, and is the most applicable concept/dynamic from the theory
  - 6 OK Questions on either application of the term or its definition
  - 3 Poor Questions on both the application of the term and its definition
- 10 Brief statement (5-10 lines) of why theory 1 is better than another theory (cannot be theory 2) we have studied this semester as an application tool in this instance

Movie 2 / episode 2 / character 2

- 5 Short thumbnail sketch of the key character/key events that happen to him or her - no more than a third of a page
- 10 Description of action/sentiment/view you seek to explain
  - 9-10 Best Clear, cogent, precise description with supporting [dialogue or clear explanation of what happened]
  - 6 OK Description is fuzzy and or supporting dialogue/explanation is lacking or not clearly connected
  - 3 Poor Description hopelessly vague; dialogue/explanation missing or not applicable
- 10 Clear statement of concept 1 from theory 2 and how it applies
  - 9-10 Best Term is: appropriately defined, appropriately applied, is a major concept/dynamic from the theory, and is the most applicable concept/dynamic from the theory
  - 6 OK Questions on either application of the term or its definition
  - 3 Poor Questions on both the application of the term and its definition
- 10 Brief statement (5-10 lines) of why theory 2 is better than another theory (cannot be theory 1) we have studied this semester as an application tool in this instance

10

Closing statement about insights gained - or not gained using these theory tools. Say something thoughtful. This is where I am looking for some engagement/reflection from you. IDEALLY (as in for full credit on this section) you also would integrate the two applications you have developed here; that is, explain parallels/contrasts/connections across the two applications

110


Total possible - will be converted to percent

Lost points for spelling/grammar

Lost points for quote problems

Adjusted total