

CRIJ 7337
Criminological Theory
Department of Criminal Justice and Criminology
Fall 2017

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CLASS HOURS: Thursday 1-3:50
CLASSROOM: A213
OFFICE HOURS: TBD
Final Exam: Thursday, December 7th 2:30-4:30 p.m.

I. REQUIRED TEXTBOOK

Lilly, J. R., Cullen, F. T., and R. A. Ball. 2014. *Criminological Theory Context and Consequences*. 6th Edition. ISBN: 9781452258164

Cullen, F.T., Agnew, R., and P. Wilcox. 2013. *Criminological Theory: Past to Present: Essential Readings* 5th Edition. ISBN: 9780199301119

Books a Criminologist Should Have (but not required)

Cullen F. T., Wright, J. P. and K. R. Blevins. 2006. Taking Stock: The Status of Criminological Theory. *Advances in Criminological Theory*: Volume 15.

Anderson, Elijah. 1999. *Code of the Street*. New York: Norton.

Gottfredson, M. R., and Hirschi, T. (1990). *A General Theory of Crime*. Stanford, CA: Stanford University Press.

Hirschi, Travis. *Causes of Delinquency*. Berkeley: University of Chicago Press.

Kornhauser, Ruth R. 1977. *Social Sources of Delinquency: An Appraisal of Analytic Models*. Chicago: University of Chicago Press.

Laub, John H., and Robert J. Sampson. (2003). *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Cambridge, MA: Harvard University Press.

Rowe, D. C. (2002). *Biology and Crime*. Los Angeles, CA: Roxbury.

Sampson, R. J., and Laub, J. H., (1993). *Crime in the Making: Pathways and Turning Points Through Life*. Cambridge, MA: Harvard University Press.

II. COURSE DESCRIPTION

This course is a seminar on the major theoretical paradigms and developments within the field of criminology. This course will include an overview of the paradigms, as well as a review of the specific theories that they are comprised of. Within each theory we will consider the original statement of the theory as well as any contemporary theoretical developments. Particular attention will be paid to strong empirical tests of theory.

III. COURSE OBJECTIVES

The primary objective of this course is to introduce students to the criminological theories and paradigms that are the focus of research appearing in top level peer reviewed journals. This introduction will address the historical development of these traditions and will focus on contemporary issues being addressed by criminologists today.

A secondary objective of this course is to begin to develop the skills necessary to author manuscripts that can be competitive at top publication outlets. These skills include understanding the major issues facing criminologists today, identifying and organizing the relevant literature, and developing research topics which are a clear and substantial extension of the existing literature.

IV. COURSE REQUIREMENTS AND GRADING

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or less

There are no extra credit opportunities in this course.

Grading Policy:

Grades will be based on three elements: 1) class attendance and participation -2) a paper, and 3) two tests.

Attendance, Participation, Preparation (15%)

This is a rigorous class and students are expected to attend and participate in every scheduled class period. If you have any circumstance in your life that you anticipate may lead you to miss class you should either address that circumstance or take this class at another time.

When you are reading there are a couple of things that you should pay attention to in order to prepare for class. Specifically pay attention to: 1) the assumptions/ origins/ roots/ basic ideas of the theoretical tradition; 2) the main theories within the general tradition and their basic elements and core causal propositions, this should include the identification of the major authors and ideas with attention to the strengths and weaknesses of their various positions regarding the explanation of crime and deviance; and 3) empirical evidence and major tests. Regarding specific tests, understand the justification for the test (what issue is addressed), the data and measures (focus on key constructs), and the main findings. When there are a number of related iterations of theory within a specific tradition, try to pay particular attention to the evidence and logic that lead to theoretical development, including the ideas and findings that drove change in our thinking about criminal behavior. Participation will be measured by the quality of written summaries of each week's material.

Paper (15%)

Papers should be written in the general style of a literature review for a paper appearing in a top criminal justice and criminology journal. What this means from a practical standpoint is that the body of the review should be about 10 pages long (double spaced 12 point font). There can be some general exceptions to this but if you can't get through the relevant sources at around this page length you're probably not doing it right.

Papers should start with an introduction that quickly summarizes the literature and identifies an issue/gap/limitation in the literature that a hypothetical data analysis can address. This introduction should only be a couple of paragraphs long (two or three would be ideal) and should address groups of studies with broad strokes (group citations). The only studies that should be addressed with any detail here are those serving as the direct stepping off point for a hypothetical data analysis.

The body of the paper should then offer a more full development of the ideas that are outlined in the introduction. At the end of the paper you should conclude by identifying an issue/gap/limitation in the literature. This should not be general pie in the sky stuff. It should be specific, and based on issues that authors in the area you are writing about have already identified. In addition, it should be feasible for a scholar in the field to address the limitation that you have identified.

An annotated bibliography of the sources that you would like to include in your paper is due on. This annotated bibliography should also include a paragraph that outlines the issue/gap/limitation in the literature that would be a good topic for future research. This paragraph should include an argument as to why this issue/gap/limitation needs to be addressed. This argument needs to be based in the literature and include citations of the sources that support the argument. When looking for sources, focus on top journals (consider the criteria outline above in the section on posting articles to the course website). Annotated bibliographies will be graded based on the scope and quality of the citations and the quality of the issue/gap/limitation in the literature that's identified. Major and important issues/gaps/limitations are preferred. At least some of the citations that are included in the annotated bibliography should directly highlight the issue/gap/limitation. All others should be relevant to understanding the larger literature that the issue is couched in.

Articles that are contemporary and appear in academic journals with high impact factors are considered 'better'. A list of impact factors can be found at: <http://www.psc.isr.umich.edu/dis/infoserv/journal/list.html>. Note that 'Criminology', the journal that is commonly thought to be the top criminology and criminal justice journal, has an impact factor of 3.098. Another indicator of the relative importance of an article is the number of times it has been cited. The citation count is presented if you find an article through Google Scholar. Balance citation count with how long an article has been in print.

The paper and annotated bibliography should be in APA style. Papers will be graded based on the extent to which relevant sources are identified and used, sentence structure and syntax, the organization of the material, and the bridge between the literature that's reviewed and the issue/gap/limitation that is identified.

Paper topics

Biology and crime (life course, gene environment interaction)

Peers and crime

Neighborhoods and crime (disorder, culture, social control)

Crime Opportunity

Note that these are general topics. Pick one, find some articles, and read. Once you've done some reading in the area try to identify a sub area to focus on that leads to the issue/gap/limitation

Exams (35% each)

Two exams will be given. Exams require students to answer two essay questions. Potential exam topic areas will be provided in class a week before each exam. Exams will assess the student's ability to understand, articulate, and discuss material presented in class. Grades will be based on each of these elements.

More General Tips on Paper Writing

Formatting

1. Include a title page with the paper title, your name, the class title, and the date. This title page does not count toward the page requirement.
2. Use black ink, double spaced lines, 12 point Times New Roman font, 1" top and bottom, left and right margins, on white letter-size paper (8.5" x 11") paper with portrait orientation.
3. Include page numbers on the bottom center of the page. The first page of the text should be page 1.
4. As a matter in principle, a paragraph should be inserted when you have a shift of one primary idea to another. Generally, paragraphs contain three to six sentences; they take up about one-third to, at most, one half of a page.

Grammar / Tone

5. Do not write in the first person. Do not write "I think" or "I conclude" or "My opinion is" etc. The paper should be impersonal. Similarly, never write "Our next move must be" or "We must" to refer to something that must be done in the world or by a government (in particular, do not refer to the U.S. government or police departments as "we").
6. Do not write "you" either to make something impersonal or as if you are writing a letter to the professor. For example, do not write "If you understand this theory, you can prevent crime."
7. Do not use slang unless you are directly quoting another source.
8. Do not use contractions such as "aren't" and "don't" – spell them out (i.e. are not, do not).
9. Research papers should have a formal tone like a journal article rather than a chatty tone like a newspaper or an informal letter.
10. Be sure to write whole sentences rather than fragments of sentences.
11. Make sure that your grammar and syntax are correct.
12. Try to improve your writing style. For help with grammar, see *The Elements of Style* by William Strunk, Jr. and E.B. White.

Content / Substance

13. Quality (rather than quantity) is the key to getting a good grade. A quality research paper makes sound arguments that are supported by research findings.
14. Always start with a detailed outline before you begin writing your paper. This outline is your "roadmap" and should break the paper down into substantive sections to keep you "on track" as you write. Continually refer back to this outline to be sure all of the substantive issues have been covered in the paper in a coherent, logical manner.

15. The goal of a research paper is to integrate research findings (or in some cases entire bodies of literature) in a unique and thoughtful manner. With this in mind, be sure that you have at least one thesis statement, or central argument that the paper is structured around. Some research papers will have several propositions or theses, but all research papers must have at least one.
16. It is not appropriate to simply offer opinions or assertions unsupported by research. Express arguments based on logic, or conclusions based upon evidence, with references as appropriate.
17. In research papers, use subheadings to differentiate sections of your paper. These subheadings should be titled according to the content of the material included in that section. Sections of the paper should be differentiated based on substantive changes in the content / arguments of the paper. Use scholarly journal articles as a guide to writing in this format.
18. A research paper should begin with an introduction, sometimes titled “Introduction” in longer papers. It is short and gives an overview of the essay.
19. A research paper typically finishes with a conclusion section, often titled “Conclusion,” which often speculates on policy implications and suggests areas for future research. This section provides the finishing touch on your research paper and is your last opportunity to make an impression on the reader.

Citations / Referencing

20. Include in-text citations when paraphrasing or using a direct quote from another author. Generally, the author’s name and year of publication are required when paraphrasing another author’s work. When using a direct quote, include the author’s name, year of publication, and page number where the quote can be found. Failure to include appropriate citations is plagiarism.

Publication Manual of the American Psychological Association, 6th Edition, by American Psychological Association.

21. You cannot cite in your article anything that you have not actually read yourself. Do not cite works that the authors you read have cited—unless, again, you have gone to the library and read the works yourself.
22. In general, quotations are fine to use. However, they should be used sparingly. Do not write a paper in which you have one sentence and four lines of a quotation; and then another sentence followed by four lines of a quotation; and so on and so on.

Editing

23. Before submitting your research paper, read it through, and pretend that you are somebody else - read it through their eyes. Then, clarify those sentences that made sense to you earlier but which may be less clear in meaning to someone else.
24. Use a spellchecker.
25. Have someone else read through your essay to make comments on both substance and presentation/grammar. Then read through your essay again.

V. ATTENDANCE POLICY AND MAKE-UP EXAMS

Attendance is required and critical to your performance in this class. Class attendance requirements will be followed in accordance with Academic Policy Statement 800401 (http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf).

If you cannot attend a class, please notify me in advance. If you miss a class that has an assignment due, it is still your responsibility to submit your work on time (unless there's a legitimate emergency/reason that has been discussed with me ahead of time). Please note that excessive absenteeism is not acceptable. If you foresee that this is going to be a problem during this semester, please contact me immediately so that we can discuss the issue *before* it happens.

Only under extreme circumstances will I provide a make-up exam to a student who has notified me *prior* to missing the exam. If you are unable to contact me prior to missing the exam, you must notify me in writing within 5 days of the absence. Verbal excuses will not be accepted.

VI. ACADEMIC HONESTY

The faculty in the Department of Criminal Justice and Criminology expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion--the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, etc. See: http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Any violation of these regulations will be dealt with in accordance to the severity of the misconduct. If there are *any* doubts concerning what constitutes a violation, please ask me.

VII. DISABLED STUDENT POLICY AND SERVICES FOR DISABLED STUDENTS

It is the policy of Sam Houston State University that no otherwise qualified disabled individuals shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity. According to the *Academic Policy Statement 811006-Students with Disabilities*, faculty members are obligated to make every reasonable effort to facilitate the accommodations individuals on the Classroom Accommodation Request Forms (CARF's) issued by the Services for Students with disabilities (SSD). The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720). The University's information on services available for disabled students may be found at: http://www.shsu.edu/~vaf_www/aps/811006.html and/or <http://www.shsu.edu/~counsel/sswd.html>

Please meet with me if you have need for accommodations based on a disability. I will be happy to work with you to make any necessary arrangements.

VIII. STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to

take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code. See: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf.

IX. USE OF TELEPHONES AND TEXTING IN CLASS

Electronic device usage of any kind is not allowed in the classroom. Usage of any kind will not be permitted and will be cause for dismissal from class. This means no laptops and no texting during class time. See: http://www.shsu.edu/~vaf_www/aps/documents/100728.pdf

V. DISCLAIMER

The class schedule in this syllabus is subject to change. Announcements of any changes to the schedule will be made in class, via email, and/or posted in Blackboard. These announcements are considered proper notice of change.

VI. TENTATIVE CLASS SCHEDULE

WEEK 1

Date: August 24th 2017
Topics: Origins of Criminology
Reading: LCB Chapters 1 & 2; CAW 1-2
Article: NONE

WEEK 2

Date: August 31st 2017
Topic: Chicago School and the Power of Social Forces (Disorder)
Reading: LCB Chapter 3; CAW 7-9

- 1) Lowenkamp, Christopher T., Francis T. Cullen, and Travis C. Pratt. 2003. "Replicating Sampson and Groves's Test of Social Disorganization Theory: Revisiting a Criminological Classic." *Journal of Research in Crime and Delinquency* 40:351-373.
- 2) Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American journal of sociology*, 774-802.

WEEK 3

Date: September 7th 2017
Topic: Chicago School and the Power of Social Forces (Anomie)
Reading: LCB Chapter 4; CAW 13-16

- 1) Messner, Steven F. 1988. "Merton's 'Social Structure and Anomie': The Road Not Taken." *Deviant Behavior* 9:33-53.
- 2) Burton, Velmer S., Jr. and Francis T. Cullen. 1992. "The Empirical Status of Strain Theory." *Journal of Crime and Justice* 15 (No. 2):1-30.
- 3) Burton, Velmer S., Jr., Francis T. Cullen, T. David Evans, and R. Gregory Dunaway. 1994. "Reconsidering Strain Theory: Operationalization, Rival Theories, and Adult Criminality." *Journal of Quantitative Criminology* 10:213-239.
- 4) Agnew, Robert, Francis T. Cullen, Velmer S. Burton, Jr., T. David Evans, and R. Gregory Dunaway. 1996. "A New Test of Classic Strain Theory." *Justice Quarterly* 13:681-704.

WEEK 4

Date: September 14th 2017
Topic: Chicago School and the Power of Social Forces (Control)
Readings: LCB 5 & 6; CAW 17-19

- 1) Kempf, Kimberly. 1993. "The Empirical Status of Hirschi's Control Theory." Pp. 143-85 in Freda Adler and William Laufer's *New Directions in Criminological Theory: Advances in Criminological Theory*, Vol 4. New Brunswick, NJ: Transaction.
- 2) Wells, L. Edward and Joseph H. Rankin. 1988. "Direct Parental Controls and Delinquency." *Criminology* 26:263-285.
- 3) Krohn, Marvin and James Massey. 1980. "Social Control and Delinquent Behavior: An Examination of the Elements of the Social Bond." *Sociological Quarterly* 21:544-559.

WEEK 5

Date: September 21st 2017
Topic: Sub-Cultures and the Power of Peers (Social Learning)
Readings: CAW 10-12

- 1) Akers, Ronald L., Marvin D. Krohn, Lonn Lanza-Kaduce, and Marcia Radosevich. 1979. "Social Learning and Deviant Behavior: A Specific Test of a General Theory." *American Sociological Review* 44:636-655.
- 2) Matsueda, Ross L. 1982. "Testing Control and Differential Association: A Causal Modeling Approach." *American Sociological Review* 47:489-504.
- 3) Patterson, Gerald R., and Thomas J. Dishion. 1985. "Contributions of families and peers to delinquency." *Criminology* 23, (No. 1): 63-79.

WEEK 6

Date: September 28th 2017
Topic: Capitalism, Hegemony, and the Role of the State (Labeling)
Readings: LCB Chapter 7, 8; CAW 20-22
Article: Empirical Status Work to be assigned (TBA)

WEEK 7

Date: October 5th 2017
Topic: Capitalism, Hegemony, and the Role of the State (Conflict and Feminism)
Readings: LCB Chapters 9 & 10; CAW 23-29
Article: Empirical Status Work to be assigned (TBA)

WEEK 8

Date: October 12th 2017
Topic: White Collar Crime
Readings: LCB Chapter 11; CAW 30-32
Article: Empirical Status Work to be assigned (TBA)

WEEK 9

Date: October 19th 2017
Topic: Mid Term
Readings: TBA
Article: FLEX DATE

WEEK 10

Date: October 26th 2017
Topic: The influence of new American Conservatism
Readings: LCB Chapter 12, CAW 33-35
Article: Empirical Status Work to be assigned (TBA)

WEEK 11

Date: November 2nd 2017
Topic: Opportunity and the Environment
Readings: LCB 13; CAW 36-39
Article: Empirical Status Work to be assigned (TBA)

WEEK 12

Date: November 9th 2017
Topic: Fear of Crime
Readings: TBA
Article: Empirical Status Work to be assigned (TBA)

WEEK 13

Date: November 16th 2016
Topic: ASC
Readings: TBA
Article: FLEX DATE

WEEK 14

Date: November 24th 2016
Topic: Crime and the Life course
Readings: LCB 16; CAW 40-42
Article: Empirical Status Work to be assigned (TBA)

WEEK 15

Date: December 1st 2016
Topic: Bio-Social Criminology
Readings: LCB 14-15; CAW3-6
Article: Empirical Status Work to be assigned (TBA)