

Proseminar on Theory
CRJ 701.1001

Class Syllabus – Fall 2016
Th / 1:00 PM - 3:45 PM / WRI-C209

Instructor:
Office Location:
Office Hours: Tu 1:00pm-2:00pm, W 9:00am-12:00pm, Th 10:00am-11:00am
Phone:
E-mail:

COURSE DESCRIPTION

This seminar is designed to:

- (1) introduce students to the major theories, theorists, and theoretical paradigms within criminology;
- (2) allow students to assess the strengths and weaknesses of individual theories;
- (3) explain the relationship between criminological theories, individual explanations of crime, and criminal justice policies; and
- (4) help students recognize the basic elements necessary to construct and test theoretical models.

Pre-requisites: Graduate standing in criminal justice or instructor consent. 3 credits.

LEARNING OBJECTIVES

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

- * Identify the theories that form twelve major theoretical paradigms within criminology
- * Describe the academic, social, and historical contexts in which these ideas were formed
- * Describe the causal processes proposed to cause crime or criminal behavior within each theory
- * Evaluate the strengths and weaknesses of specific theoretical models
- * Explain how major theoretical concepts can be operationalized in empirical assessments
- * Develop criminal justice policies that are grounded in specific theoretical paradigms
- * Relate theoretical propositions to case studies of criminal events and human behavior

LEARNING RESOURCES

Required text -

Francis T. Cullen, Robert Agnew & Pamela Wilcox. (2014). *Criminological Theory: Past to Present*. 5th Edition. Oxford Press.

COURSE CALENDAR

The chronology of class sessions, lecture topics, assigned readings, and assignment deadlines is provided below. Keep in mind these dates are tentative and may change throughout the semester.

DATE	READINGS	PAGES
09/01	An Introduction To Theory The Purpose and State of Modern Criminological Theory Course Requirements / Overview	1-18
	The Origins of Modern Criminology An Essay on Crimes and Punishment ~ <i>Cesare Beccaria</i> The Criminal Man ~ <i>Cesare Lombroso</i>	21-33
	Paying Attention to Race: Theoretical Developments Getting Played ~ <i>Jody Miller</i> A Theory of African American Offending ~ <i>James D. Unnever and Shaun L. Gabbidon</i>	558-585
Section I: In Search of the Criminal Man		
09/08	Individual Traits and Crime Unraveling Juvenile Delinquency ~ <i>Sheldon Glueck and Eleanor Glueck</i> Genes-Based Evolutionary Theories in Criminology ~ <i>Lee Ellis and Anthony Walsh</i> Biology and Crime ~ <i>Melissa Peskin, et al.</i> Personality and Crime: Are Some People More Crime Prone? ~ <i>Avshalom Caspi, Terrie E. Moffitt, et al.</i>	34-94
Section II: The Rise and Growth of American Criminology		
09/15	The Chicago School: The City, Social Disorganization, and Crime Juvenile Delinquency and Urban Areas ~ <i>Clifford R. Shaw and Henry D. McKay</i> A Theory of Race, Crime, and Urban Inequality ~ <i>Robert J. Sampson and William Julius Wilson</i> Collective Efficacy and Crime ~ <i>Robert J. Sampson, Stephen W. Raudenbush, and Felton Earls</i>	97-126
09/22	Learning to Be a Criminal: Differential Association, Subcultural, & Social Learning Theories A Theory of Differential Association ~ <i>Edwin H. Sutherland and Donald R. Cressey</i> A Social Learning Theory of Crime ~ <i>Ronald L. Akers</i> Code of the Street ~ <i>Elijah Anderson</i>	127-165
09/29	Anomie/Strain Theories of Crime Social Structure and Anomie ~ <i>Robert K. Merton</i> Delinquent Boys: The Culture of the Gang ~ <i>Albert K. Cohen</i> Crime and the American Dream ~ <i>Richard Rosenfeld and Steven F. Messner</i> Pressured Into Crime: General Strain Theory ~ <i>Robert Agnew</i>	166-211
10/06	Varieties of Control Theory Techniques of Neutralization ~ <i>Gresham M. Sykes and David Matza</i> Social Bond Theory ~ <i>Travis Hirschi</i> A General Theory of Crime ~ <i>Michael R. Gottfredson and Travis Hirschi</i> Examination Preparation Review Sections: Introduction, I - II	212-250
10/13	MIDTERM EXAMINATION	

DATE	READINGS	PAGES
Section III: Rethinking Criminology		
10/20	Labeling, Interaction, and Crime: Societal Reaction and the Creation of Criminals Primary and Secondary Deviance ~ <i>Edwin M. Lemert</i> Crime, Shame, and Reintegration ~ <i>John Braithwaite</i> Defiance Theory ~ <i>Lawrence W. Sherman</i>	253- 283
10/27	Critical Criminology: Power, Peace, and Crime Criminality and Economic Conditions ~ <i>Willem Bonger</i> Crime in a Market Society ~ <i>Elliott Currie</i> Crime and Coercion ~ <i>Mark Colvin</i>	284- 324
11/03	Feminist Theories: Gender, Power, and Crime Sisters in Crime ~ <i>Freda Adler</i> A Feminist Theory of Female Delinquency ~ <i>Meda Chesney-Lind</i> Masculinities and Crime ~ <i>James W. Messerschmidt</i> A Gendered Theory of Female Offending ~ <i>Darrell Steffensmeier and Emilie Allan</i>	325- 374
Section IV: Choice, Opportunity, and Crime		
11/10	Reviving Classical Theory: Deterrence and Rational Choice Theories Reconceptualizing Deterrence Theory ~ <i>Mark C. Stafford and Mark Warr</i> Crime as a Rational Choice ~ <i>Derek B. Cornish and Ronald V. Clarke</i> Armed Robbers in Action ~ <i>Richard T. Wright and Scott H. Decker</i>	417- 453
12/01	Environmental Criminology Routine Activity Theory ~ <i>Lawrence E. Cohen and Marcus Felson</i> Situational Crime Prevention ~ <i>Ronald V. Clarke</i> Defensible Space ~ <i>Oscar Newman</i> Broken Windows ~ <i>James Q. Wilson and George L. Kelling</i>	454- 508
Section V: Key Developments in Criminology		
12/08	Developmental Theories of Crime: Crime and the Life Course Pathways in the Life Course to Crime ~ <i>Terrie E. Moffitt</i> A Theory of Persistent Offending and Desistance From Crime ~ <i>John H. Laub and Robert J. Sampson</i> Cognitive Transformation and Desistance from Crime ~ <i>Peggy C. Giordano, Stephen A. Cernkovich, and Jennifer L. Rudolph</i>	511- 557
Examination Preparation Review Sections III-V (and tie to previous sections)		
12/15	FINAL EXAMINATION (1:00PM – 3:00PM) – Disregard University Final Exam Schedule	

COURSE STRUCTURE & REQUIREMENTS

Instructional Format: Class sessions will consist of lectures, student presentations and critiques, and group discussions. Students are expected to take detailed notes of all readings and materials discussed in class. These notes will help students prepare for course examinations, comprehensive examination questions, and provide outlines for theses/publications.

Assignments and Assessments: Students are **required to work independently on all assignments and assessments** unless directed otherwise. Students who do not follow this rule will earn an F in the course and suspension or expulsion from the graduate program will be recommended.

1. Theory Synopses, Critical Reviews, and Empirical Article Analyses (20%) – A set of readings from a particular theoretical paradigm will be assigned each week. Each chapter within the set presents a different theory. Students are required to complete a synopsis for each theory, a critical review that compares/contrasts the set of theories, and an empirical article analysis. Submit these assignments via WebCampus by 11:59pm on the due date (**Monday** before each scheduled class).
 - *Synopsis* – The synopsis contains basic information regarding the theory that, if memorized, will help students begin to explain, compare, contrast, and critique various theoretical frameworks. The following information must be included in the synopsis
 - Name of the theory (or chapter)
 - Author(s) name(s)
 - Year the theory was published
 - A summary of the basic principles that define the theorists' major assertions. This summary should include a description of what the theorist is trying to explain (the dependent variable) and the "processes" proposed to lead to that outcome (the independent/mediating variables)
 - Word count – excluding title, author, year (**200-500 words**)
 - *Critical Review* – You will compare and contrast the theories within a particular paradigm by describing at least three similarities and three differences among the theories examined. You will also critically assess the strengths and weaknesses of each theory using our "Characteristics of Good Theory" checklist. For each theory, you must identify the theory's greatest strength and greatest weakness and defend your assertion with specific examples.
 - *Empirical Article Analysis* – An empirical article testing one or more of the upcoming assigned theories will be distributed in class. You must write a brief summary describing (1) how the theory's variables were operationalized and tested (2) whether or not the article presents a complete and accurate test of the theory. Justify your assertions.

Always bring a copy of your synopses/ reviews/analyses to class to use during discussions.

Grading Rubric for Synopses, Reviews, and Analyses

3 points	Synopsis is complete and accurate; Critical review provides insightful answers using relevant examples from the text – arguments are logical and well-written; Analysis accurately describes research and theory
1-2 points	Synopsis is too brief or inaccurate; Or Critical review is not well supported with examples – errors in logic or grammar; Knowledge of theoretical concepts is not demonstrated in the empirical analysis
0 points	Incomplete or late assignments – minimum word counts not reached

2. In-Class Quizzes (20%) – Each class session will begin with a short quiz on the materials presented in the previous class session. Each quiz will contain short answer and essay-style questions. These questions will “mimic” the types of questions contained in the mid-term and final examination. See the types of questions listed under the “Examinations” section below.
3. Examinations (60%) – Two cumulative “comp-style” examinations will be given during the semester. A short review session will be held the week before each examination to help students prepare for the assessment. The examinations will consist of short answer and essay questions that require students to:
 - 1) describe a particular paradigm or theory,
 - 2) assess the strengths and weaknesses of a particular paradigm or theory,
 - 3) explain a particular phenomenon using a particular paradigm or theory,
 - 4) draw connections across different paradigms or theories,
 - 5) outline the policy implications associated with a particular paradigm or theory, or
 - 6) compare and contrast competing paradigms or theories.

All class assignments and activities are designed to help students prepare for these cumulative examinations.

Evaluative Criteria: To obtain a passing grade in this class, students must demonstrate that they have learned the course material, attend class, and complete assignments on time. Those who appropriately apply the material in examinations, quizzes, and class assignments, as well as those who demonstrate the ability to think creatively and critically about the course topics will earn higher grades.

Grading Scale: The grading scale used to determine final grades will be based on the following:

A = 93% · 100%	B = 83% · 86%	C = 73% · 76%	D = 63% · 66%
A- = 90% · 92%	B- = 80% · 82%	C- = 70% · 72%	D- = 60% · 62%
B+ = 87% · 89%	C+ = 77% · 79%	D+ = 67% · 69%	F = < 60%

QUIZ/ASSIGNMENT DUE DATES

Assignment	Due Date (Mon)	Quiz	Quiz Date (Thurs)
SRA: Traits	09/05	Origins of Modern Criminology	09/08
SRA: Chicago School	09/12	Traits	09/15
SRA: Learning Crime	09/19	Chicago School	09/22
SRA: Anomie/Strain	09/26	Learning Crime	09/29
SRA: Control	10/03	Anomie/Strain	10/06
SRA: Labeling	10/17	Control	-- Midterm
SRA: Critical Criminology	10/24	Labeling	10/27
SRA: Feminist	10/31	Critical Criminology	11/03
SRA: Deterrence/Choice	11/07	Feminist	11/10
SRA: Environmental	11/28	Deterrence/Choice	12/01
SRA: Developmental	12/05	Environmental	12/08

SRA – Synopsis/Review/Analysis

STUDENT RESPONSIBILITIES

Attendance: Attendance is mandatory and you are expected to attend every class session. Course activities missed due to absences cannot be made-up outside of class. You are expected to participate in discussions, ask questions during and following other student comments and presentations, and challenge ideas presented by others (in a civil and respectful manner). In other words, you must remain actively engaged in course discussions throughout the course period. Absences will negatively affect students' grades. In cases of extreme emergencies (e.g., hospitalization, death of a family member), alternative assignments may be given for partial credit at the discretion of the instructor. To request such an arrangement, students must contact the instructor within 24 hours of the missed class period and provide requested documentation.

Tardiness: Do not arrive late. If you must, do not interrupt class activities. If you need to leave class early, make arrangements with the instructor prior to the start of the class session.

Classroom Conduct: Cell phone calls, text messaging, and speaking out of turn (while I am, or others are speaking) will not be tolerated, as these behaviors tend to disrupt the entire class. Use of personal computers during class sessions is discouraged. However, students may use their computers to take notes during lectures. Computer use during discussions is not permitted. The instructor reserves the right to restrict laptop use at any time. Also, those who attempt to sleep during class will be asked to leave. Do not interrupt the class by leaving the classroom once class begins. Be respectful when addressing others during class discussions.

Late Assignment Policy: The standard course policy is that late assignments will not be accepted. It is recommended that students make an effort to submit their weekly assignments the day before they are due. This will help students avoid penalties for "technical difficulties" associated with WebCampus. If a late assignment is accepted due to a documented emergency and at the discretion of the instructor, the total possible points given for the assignment will be reduced by 10 percent for each day the assignment is overdue.

Academic Dishonesty Policy: Formal disciplinary action will be initiated if any form of cheating is suspected. Academic dishonesty includes but is not limited to: plagiarizing, cheating on exams, assisting others to cheat, bullying or paying others to do your work, improper use of electronic communications, **asking others for copies of their work, working with others when directed to work independently**, and attempting to change grades on assignments. Students committing academic dishonesty automatically fail to meet a basic requirement for satisfactory academic performance and will receive a failing grade in this course and be reported to the Office of Student Conduct. Review the "Student Academic Misconduct Policy" at: <http://studentconduct.unlv.edu/misconduct/policy.html>. There is no excuse for plagiarism. It is a violation of the Student Conduct Code and can, in some cases, be considered a criminal offense. Never cite a source word-for-word (cut-and-paste) unless you use quotations around the text taken verbatim from the source document. It is recommended that you paraphrase information (i.e., present the ideas of others in your own words) rather than use quotations. Citations must be provided for both quoted and paraphrased information.

Requesting Assistance: If you have any questions or concerns, stop by during my office hours or schedule an appointment for an alternative day or time. My preferred method of communication is email. I typically respond to messages within 24 hours during the week. Send all emails to my UNLV account (deleted) and use your Rebel mail account for all email correspondence.

UNLV POLICIES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright

The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course

work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

University Library

Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official email system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

For more information, go to <http://provost.unlv.edu/policies.html>