

CCJS651: Seminar in Criminology (3 to 5:45 pm)
LeFrak 2207
Spring 2019

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Course Objectives:

This course introduces dominant explanations of the study of the causes of crime. The central focus centers on the major theories of crime causation developed over the past two hundred years. We will also discuss key advancements in theory and related research over recent years.

Learning Goals:

The major objectives of the course are to become familiar with the foundations of key theoretical traditions and effectively apply them to the explanation of crime; to understand current theoretical debates; and to critically evaluate the theoretical approaches considered in light of their basic assumptions, causal propositions and empirical evidence.

Required Texts:

1. Bernard, Thomas J., Jeffrey B. Snipes, and Alexander L. Gerould. 2015. *Vold's Theoretical Criminology*, 7th edition. Oxford: Oxford University Press. (available at the UMD bookstore)
2. All other readings are available on ELMS.

Requirements:

Along with attending class and reading all of the required material, the following constitute course requirements:

1. *Class Participation* (10% of your grade). Participation in class discussions is a vital component of the course and so I expect every student to participate fully in each and every class meeting. Note that coming to a particular class unprepared or missing class will result in a 10-point deduction for that day's participation grade. Students will be graded on participation, and missing class is discouraged (see below discussion on excused absences). In order to promote useful class discussion, each student should prepare one question about the week's readings (i.e., as a totality) prior to class. The question will be emailed by noon of class day to the entire class and myself, and will help serve to stimulate the class discussion. In the end, there are no shortcuts to doing the reading. Take extensive notes, jot down ideas, etc. Please see section on reading below.

2. *Presentations* (20% of your grade)

Student will be responsible for providing a 15 to 20-minute presentation in Power-Point on a theory of their choice. The presentation will focus on providing other students with a brief overview of the theory, two key articles that have tested the theory, the theory's key contribution,

its central challenge to study it both conceptually and empirically. The idea behind this assignment is that this presentation can serve as a foundation for teaching criminological theory to undergraduates. You are **required** to meet with me at least three days before your assigned presentation (please email me to set up a time) to review the material you have prepared to present.

3. **Precis (10% each).** Each student will put together 2 *precis*. *Each precis will* introduce and connect the readings within an area (i.e., each week). The *precis* is a 2-4 page single-spaced summary of the theory, data, methods, and argument of the readings that are essential to the area. Based on the readings, the *precis* should identify the core concepts, assumptions, and ideas of the tradition, and provide a sense of its current empirical status (i.e., to what degree is it supported with evidence) and policy implications. One is due before the midterm and the second is due before the final.

4. **Exams.** Midterm and final exams (50 % of your grade; each exam is worth 25 percent). The midterm and final exams are designed for you to demonstrate a solid understanding of the various theoretical frameworks covered throughout the semester and to exhibit your ability to think critically and to synthesize material.

Expectations for a graduate level course on criminological theory:

1) **Read, Read, and Then Read Some More**– This is a graduate-level theory course and this course demands significant reading. While I have done my best to keep the readings to a manageable length, it is imperative, not only for your grade, but for the quality of the discussion, that you read them carefully and actively. To elevate the level of the discussion, everyone is expected to engage deeply with the texts. Please come to class prepared.

2) **Offer Arguments, not Opinions** – While the notion that “everyone is entitled to their opinion” is the trend now, this does not apply to academic discussions. In this class, you ARE NOT entitled to your opinions; you are only entitled to what you can argue for in thoughtful way based on reading materials. Remember the purpose of theory is not to reach definitive answers, but to keep the conversation going.

Other Business:

1. **UMD course related website:** The University has created a UMD Course Related Policies website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

2. **Attendance:** On May 10, 2011, the Campus Senate amended the University of Maryland Policy for A Student’s Medically Necessitated Absence from Class V-100 (G). Under this new policy, instructors are expected to accept as an excused absence a self-signed note from a student who has missed a single lecture, recitation, or laboratory, attesting to the date of the illness. This note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. A student is allowed only ONE self-signed note per class for the semester, but this DOES NOT apply to days of major grading events. Please note that multiple unexcused absences will affect your participation grade.

3. **Missed/Late Assignments:** Make-up exams or extensions for presentations or exams will not be given except in cases of a significant medical problem, a death in the immediate family, or a religious holiday. Proper written documentation is required. In such cases, the student must contact the Professor before the exam or presentation due date. If you do not show up for an exam or presentation, you will lose 10 points for every 24 hours past the due date/time.
4. **Academic Integrity:** Academic dishonesty will not be tolerated in any form and any violations will be reported to the Office of Student Conduct. Academic dishonesty includes cheating, fabrication of information used in assignments, plagiarism, and knowingly facilitating the academic dishonesty of another.
5. **Disability Support:** I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Spring 2019 semester. This form must be presented to me no later than February 13, 2019. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation that has not been reviewed by DSS. DSS students who are requesting to take their exams at the DSS Center need to provide me with a testing form for each exam that must be turned in to me no later than 1 week prior to each exam. The student is expected to take the exam at the same time as the rest of the class.

CLASS SCHEDULE

WEEK 1 (1/28-2/1) Wednesday

- Intro to the course (pass out and discuss syllabus, why we need theory)
- Overview of early classical/positivist conceptions of crime
- Tools for evaluating theory

Readings:

Bursik, Robert J. 2009. The dead sea scrolls and criminological knowledge: 2008 presidential address to the American society of criminology. *Criminology* 47:5-16.

WEEK 2 (2/4-2/8) Wednesday

Topic: (Neo) Classical Theories

Readings:

Bernard, Snipes and Gerould: Chapters 1 and 3.

Cohen, Lawrence and Marcus Felson. 1979. Social Change and Crime Rate Trends: A Routine Activities Approach. *American Sociological Review* 44: 588-608.

Stafford, Mark C. and Mark Warr. 1993. A reconceptualization of general and specific deterrence. *Journal of Research in Crime and Delinquency* 30:123-135.

Grasmick, Harold and Robert J. Bursik Jr. 1990. Conscience, significant others, and rational choice: Extending the deterrence model. *Law and Society Review* 24:837-861.

Wright, Richard T. and Scott H. Decker. "Armed Robbers in Action." Excerpt from Cullen et al.'s *Criminological Theory: Past to Present*, 2018.

WEEK 3 (2/11 – 2/15) Wednesday

Topic: biological, psychological, developmental and life course theories

Readings:

Bernard, Snipes and Gerould: Chapters 4, 5, and 14.

Moffitt, Terrie E. 1993. Adolescence-limited and life-course persistent antisocial behavior: A developmental taxonomy. *Psychological Review* 100: 674-701.

Laub, John H. and Robert J. Sampson. "A Theory of Persistent Offending and Desistance from Crime." Excerpt from Cullen et al.'s *Criminological Theory: Past to Present*, 2018.

Broidy, L., & Cauffman, E. (2017). The Glueck Women: Using the Past to Assess and

<p>Extend Contemporary Understandings of Women's Desistance from Crime. <i>Journal of Developmental and Life-Course Criminology</i>, 3(2), 102-125.</p> <p>Rocque, M., & Posick, C. (2017). Paradigm shift or normal science? The future of (biosocial) criminology. <i>Theoretical Criminology</i>, 21(3), 288-303.</p>
<p>WEEK 4 (2/18-2/22) Wednesday</p> <p>Topic: Early and Modern Anomie and Strain Theories</p> <p>Readings:</p> <p>Bernard, Snipes and Gerould: Chapters 6, 8</p> <p>Durkheim, Emile. 1979. <i>Suicide</i>. New York: The Free Press. Chapter 5: "Anomic Suicide."</p> <p>Durkheim "Suicide and Social Cohesion" excerpts from Chapter 2: Egoistic Suicide from Suicide (pp. 156-161; 169-71; 208-212).</p> <p>Merton, Robert K. 1938. "Social structure and anomie." <i>American Sociological Review</i> 3:672-682.</p> <p>Cloward, Richard A. and Lloyd Ohlin. 1960. <i>Delinquency and Opportunity: A Theory of Delinquent Gangs</i>. Glencoe, IL: The Free Press. Chapters 4-6.</p>
<p>WEEK 5 (2/25-3/1) Wednesday</p> <p>Topic: Early and Modern Anomie and Strain Theories Cont.</p> <p>Readings:</p> <p>Farnworth, Margaret, and Michael J. Leiber. 1989. Strain theory revisited: Economic goals, educational means, and delinquency. <i>American Sociological Review</i> 54:263-274.</p> <p>Messner, Steven F. and Richard Rosenfeld. <i>Crime and the American Dream</i>. Chapters 1 and 4.</p> <p>Blau, Judith R., and Peter M. Blau. 1982. The cost of inequality: Metropolitan structure and violent crime. <i>American Sociological Review</i> 47:114-129.</p> <p>Agnew, Robert. 1992. Foundation for a General Strain Theory of Crime and Delinquency. <i>Criminology</i> 30: 47-87.</p> <p>Santoro, Wayne A., and Lisa Broidy. 2014. Gendered Rioting: A General Strain Theoretical Approach. <i>Social Forces</i> 93: 329-354.</p>

WEEK 6 (3/4-3/8) Wednesday

Topic: The Chicago School and early ecological/social disorganization approaches to crime.

Readings: Bernard, Snipes and Gerould: Chapter 7.

Shaw, Clifford R. and Henry McKay. 1969. *Juvenile Delinquency in Urban Areas*. Chicago: University of Chicago Press (Excerpts).

...1949. Rejoinder. *American Sociological Review* 14:614-617.

Kornhauser, Ruth R. 1978. *Social Sources of Delinquency*. Chicago: University of Chicago Press (Chapters 3 and 4).

Matsueda, R. L. (2006). Differential social organization, collective action, and crime. *Crime, Law and Social Change*, 46(1-2), 3-33.

WEEK 7 (3/11-3/15) Wednesday

MIDTERM EXAM

FIRST PRECIS DUE BY TODAY

WEEK 8 (3/18-3/22) Wednesday

SPRING BREAK

WEEK 9 (3/25-3/29) Wednesday

Topic: Contemporary reformulations and/or extensions of social disorganization theory

Readings:

Bursik, Robert J. 1988. Social disorganization and theories of crime and delinquency: Problems and Prospects. *Criminology* 26:519-552.

Sampson, Robert J., and W. Byron Groves. 1989. Community structures and crime: Testing social disorganization theory. *American Journal of Sociology* 94: 774-802.

Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277: 918-24.

- Wilson, William Julius. 1987. *The Truly Disadvantaged*. Chapters 1-2.
- Peterson, Ruth D. 2012. "The Central Place of Race in Crime and Justice – The American Society of Criminology's 2011 Sutherland Address." *Criminology* 50(2):303-328.
- Lyons, Christopher J., María B. Vélez, and Wayne A. Santoro. 2013. Neighborhood immigration, violence, and city-level immigrant political opportunities. *American Sociological Review* 78:604-632.

One page proposal of theory presentation - DUE

WEEK 10 (4/1-4/5) Wednesday

Topic: Early approaches to social control and self-control theories

Readings:

- Bernard, Snipes and Gerould: Chapter 10.
- Reiss, Albert J. 1951. Delinquency as the failure of personal and social controls. *American Sociological Review* 16:196-207.
- Sykes, Gresham M. and David Matza. 1957. "Techniques of Neutralization: A Theory of Delinquency." *American Sociological Review* 22(6):664-70.
- Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley, CA.: University of California Press. Chapters 1-2; 6-8.
- Gottfredson, Michael and Travis Hirschi. 1990. *A General Theory of Crime*. Stanford, CA.: Stanford University Press. Pp. 1-15, 85-120, 123-168.

WEEK 11 (4/8-4/12) Wednesday

Topic: Contemporary approaches to social control theory/general theory of crime

- Geis, Gilbert. 2008. "Self-control: A hypercritical assessment," in Eric Goode (Ed.). *Out of control: Assessing the General Theory of Crime*. Palo Alto, CA: Stanford University Press.
- Hirschi, Travis & Michael R. Gottfredson. 2008. "Critiquing the critics: The authors respond," in Eric Goode (Ed.). *Out of control: Assessing the General Theory of Crime*. Palo Alto, CA: Stanford University Press.
- Grasmick, Harold, Charles Tittle, Robert Bursik, & Bruce Arneklev. 1993. Testing the core empirical implications of Gottfredson and Hirschi's general theory of crime. *Journal of Research in Crime and Delinquency* 30:5-29.
- Hirschi, Travis, & Michael R. Gottfredson. 1993. Commentary: Testing the general theory of crime. *Journal of Research in Crime and Delinquency* 30:47-54.

Wright, Bradley, Entner Wright, Avshalom Caspi, Terrie E. Moffitt, & Phil A. Silva. 1999. Low self control, social bonds and crime: social causation, social selection of both? *Criminology* 37:479-514.

Hay, C., & Forrest, W. 2006. The development of self-control: Examining self-control theory's stability thesis. *Criminology* 44:739-774.

WEEK 12 (4/15-4/19) **Wednesday**

Topic: Subcultural, differential association and social learning theories

Bernard, Snipes and Gerould: Chapter 9.

Cohen, Albert K. 1955. *Delinquent Boys: The Culture of the Gang*. Glencoe, IL: The Free Press. Chapters 4-5.

Wolfgang, Marvin, and Franco Ferracuti. 1967. *The subculture of violence: Toward an integrated theory in Criminology*. London: Tavistock. Pp. 95-163 (Part III).

Sutherland, Edwin H. and Donald R. Cressey. 1966. *Criminology*, 7th edition. Philadelphia, PA: J. B. Lippincott Company. Chapter 4.

Kornhauser, Ruth R. 1978. *Social Sources of Delinquency*. Chicago: University of Chicago Press. Chapter 2 & 5.

Matsueda, Ross L. 1988. The Current State of Differential Association Theory. *Crime & Delinquency* 34(3): 277-306.

WEEK 13 (4/22-4/26) **Monday**

Topic: Tests of differential association/social learning theory and social control/self-control

Readings:

Matsueda, Ross L. 1982. Testing control theory and differential association: A causal modeling approach. *American Sociological Review* 47:489-504.

Costello, Barbara, & Paul R. Vowell. 1999. Testing control theory and differential association: A reanalysis of the Richmond youth project data. *Criminology* 37:815-842.

Akers, Ron L. 1996. Is differential association/social learning cultural deviance theory? *Criminology* 34:229-247.

Hirschi, Travis. 1996. Theory without ideas: Reply to Akers. *Criminology* 34:249-256.

Costello, Barbara. 1997. On the logical adequacy of cultural deviance theories. *Theoretical Criminology* 1: 403-428.

PRESENTATIONS

WEEK 14 (4/29-5/3) Monday

Topic: Labeling, Conflict, Critical and Feminist Theory

Bernard, Snipes and Gerould: Chapters 11, 12, and 13.

Lemert, Edwin. "Primary and Secondary Deviation."

Quinney, Richard. "Class, State, and Crime."

Colvin, M., & Pauly, J. (1983). A Critique of Criminology: Toward an Integrated Structural-Marxist Theory of Delinquency Production. *American Journal of Sociology*, 89(3), 513-551.

Liska, A. (1997). Modeling the Relationships Between Macro Forms of Social Control. *Annual Review of Sociology*, 23, 39-61.

Chesney-Lind, Meda. "Girls' Crime and Woman's Place: Toward a Feminist Model of Female Delinquency."

Braithwaite, John. "Crime, Shame and Reintegration."

Maruna, Shadd. "Making Good."

PRESENTATIONS

WEEK 15 (5/6-5/10) Monday

Final Exam

SECOND PRECIS DUE BY TODAY