

Contemporary Criminological Theory – (CCJS 454:0101)
MW 2 to 3:15 pm, SKN 0104
Spring 2024

Instructor: Dr. María B. Vélez (she/her/hers)
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Office Hours: Mondays 11 am to 12:45 pm; and by appointment

COURSE OBJECTIVES

The primary goal of this course is for students to *understand* and *apply* criminological theories (i.e., explanations) to the distribution of crime at the individual and macro levels. To do so, we will pay particular attention to each theory’s assumptions about human nature, the social order of society, locus of criminality and criminal motivation. Given that criminology has longstanding sociological underpinnings, we will spend a significant amount of time learning about theories of crime that highlight the roles of social structure, the environment, and inter-personal relationships. An additional goal is for students to understand the nature and scope of crime. In this course, we will discuss a wide array of criminological theories as well as address a variety of topics pertinent to the study of crime such as the divergent definitions of crime, the various correlates of crime, and crime trends. This course provides opportunities for students to discuss and write about crime-related issues. To that end, about every other Wednesday we allocate class time (“discussion days”) so that we can work in groups and/or individually on specific issues such as the writing assignment.

STUDENT LEARNING OBJECTIVES

Students successfully completing this course will be able to: (1) connect criminological theory to the problem of crime, (2) specify the strategies that professional criminologists employ to study crime, (3) specify the correlates of offending and crime, (4) understand strengths and weaknesses of major sources of crime data, (5) communicate (written and verbal) about crime and the theories that seek to explain crime, and (6) succeed in advanced criminology courses.

REQUIRED TEXTS

1. Bernard, Thomas J., Jeffrey B. Snipes, and Alexander L. Gerould. 2019. *Vold's Theoretical Criminology*. New York: Oxford University Press. Eighth edition. Be able to answer discussion questions at the end of each assigned chapter.
2. Goyal, Nikhil. 2023. *Live to See the Day: Coming of Age in American Poverty*. Metropolitan Books.
3. 19 readings from ELMS course website. These readings are on ELMS and noted by a *R#* along with author information; access these readings through the “modules” tab. You should be able to answer questions from the document titled “questions for Readings” for all of these readings. Document found at the bottom of “readings” tab in ELMS. **THESE READINGS ARE REQUIRED.**
 - Students should download the readings as soon as possible. Waiting until the day before the test to download articles is strongly discouraged
 - Students are encouraged to put all of the readings in a three-ring binder

COURSE REQUIREMENTS

1. Writing Assignment.

Connecting Theory to the Real World Issue of Crime. A primary goal of this course is to facilitate students' evaluation and application of theories to the "real world" of crime. In this assignment, students are required to write up theoretically guided explanations to explain some research based findings regarding crime that are provided to you. Further information about this project will be provided in a detailed handout on Monday, February 19th. This assignment is due at the beginning of class on Monday, May 6th.

NOTE: It is your responsibility to make sure that you complete and turn in the assignment. *Assignments that are not turned in to me at the beginning of class on their due date will be considered one day late. Late assignments will be penalized 5 percentage points for each 24-hour period that they are late.*

2. Exams

There will be **four** exams. Tests will cover material from lectures, class discussions, videos, and readings.

The final exam (exam 4) is cumulative. You are responsible for all assigned readings, even if they are not discussed in class; *exams will not be curved*.

Make-up policy. See point #3 under classroom business.

Exams are not returned to students; students who wish to review their exam should arrange to meet Dr. Vélez in her office during office hours.

COURSE GRADE

Grades will be determined as follows:

Grades are based on the following scale:

Exam 1	10 %	Grade	% of total points	Grade	% of total points
Exam 2	15 %	A+	100-97	C	76-73
Exam 3	20 %	A	96-93	C-	72-70
Exam 4	25 %	A-	92-90	D+	69-67
Writing Assign.	30 %	B+	89-87	D	66-63
		B	86-83	D-	62-60
Total	100%	B-	82-80	F	Below 60
		C+	79-77		

If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

CLASSROOM BUSINESS

1. ATTENDANCE

Regular attendance to class is highly encouraged by Dr. Vélez as it is a key way to do well in the course. Class sessions are designed with activities that connect with your weekly readings, lecture slides and writing assignment.

2. UMD COURSE RELATED POLICIES WEBSITE

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- COVID-19 Protocol
- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <https://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions. Given the COVID-19 pandemic, these regulations may change so please keep informed.

3. MAKEUP EXAM POLICY/EXCUSED ABSENCES

All students can miss one exam. No documentation is necessary. It is the responsibility of the student to make this exam up; ideally within two weeks of the initially scheduled exam. I will follow UMD's policy on excused absences when determining the eligibility to make up the second exam. If you have a problem on the day of the second exam, email me and inform me of the nature of the situation. All scheduled makeup exams must be taken by the last day of class. You are responsible for scheduling the makeup exams with Dr. Vélez.

4. ELMS

I use ELMS to post materials related to our course such as the syllabus, readings, PPT slides, grades, and handouts. Go to <http://elms.umd.edu> and log in with your Directory ID (logon ID) and password to use this feature. I will send announcements via ELMS. **Grades listed on ELMS are raw scores (percentages) and have not been weighted to calculate your final grade. Please do not rely on the Assignments or Total column to determine your final grade.** Graduating seniors are graded on the same scale as all other students.

5. USE OF TECHNOLOGY

In this class, students will be allowed to use their personal computers to take class notes. If a student is found to be using personal technology devices in any way that is not related to taking class notes, the student will lose the privilege of using any personal technology device for the duration of the semester. **I strongly encourage**

you to take notes by hand. Research is mounting on the benefits of taking notes by hand than typing them on a computer for effective learning. All cell phones need to be silenced when class begins. NO EXCEPTIONS! If I find you texting, you will get a verbal warning first and then a second warning will be delivered by email. If I have to warn you three times, I can drop you from the class.

Below is the course outline; note that it is subject to modification. All non-book readings are available on ELMS and denoted by *R#*

<p>WEEK 1 (1/24) Monday</p> <p>Introduction to the Course; hand out syllabus (Bernard et al. Chapter 1; Adler, <i>R1</i>)</p>	<p>Wednesday</p> <p>Theoretical Foundations; The Nature and Extent of Crime</p>
<p>WEEK 2 (1/29-1/31) Monday</p> <p>Criminological Sources of Data & Methods (Bernard et al. Chapters 3, 4 and 5; Rosenfeld and Lauritsen, <i>R2</i>)</p>	<p>Wednesday</p> <p>Criminological Sources of Data & Methods <i>Discussion Day</i></p>
<p>WEEK 3 (2/5-2/7) Monday</p> <p>Foundations of Criminological Theory: Classical and Positive Schools (Bernard et al. Chapter 14; Carlisi et al., <i>R3</i>; Bernasco and Block, <i>R4</i>)</p>	<p>Wednesday</p> <p>Classical School</p>
<p>WEEK 4 (2/12-2/14) Monday</p> <p>Positive School (Winter and Sampson, <i>R5</i>)</p>	<p>Wednesday</p> <p>EXAM 1</p>
<p>WEEK 5 (2/19-2/21) Monday</p> <p>Anomie/Strain <u>Writing Assignment handout</u> (Bernard et al. Chapter 6; Martinez, <i>R6</i>; Broidy, <i>R7</i>)</p>	<p>Wednesday</p> <p>Anomie Strain Theories</p>
<p>WEEK 6 (2/26-2/28) Monday</p> <p>Cultural Deviance Theories (Bernard et al. Chapter 7; Cao et al., <i>R8</i>; Stack, <i>R9</i>)</p>	<p>Wednesday</p> <p>Social Learning Theories <i>Discussion Day</i></p>

<p>WEEK 7 (3/4-3/6) Monday</p> <p>Social Learning Theories</p> <p>(Bernard et al. Chapter 9; Copp et al., <i>R10</i>)</p>	<p>Wednesday</p> <p>Social Control Theories</p>
<p>WEEK 8 (3/11-3/13) Monday</p> <p>Applying Theories</p> <p>(Bernard et al. Chapter 10; Semenza et al., <i>R11</i>)</p>	<p>Wednesday</p> <p>EXAM 2</p>
<p>WEEK 9 (3/18-3/20) Monday</p> <p>SPRING BREAK – NO CLASS</p>	<p>Wednesday</p> <p>SPRING BREAK – NO CLASS</p>
<p>WEEK 10 (3/25-3/27) Monday</p> <p>Social Disorganization Theory</p> <p>(Bernard et al. Chapter 8; Shaw and McKay, <i>R12</i>; Sampson et al., <i>R13</i>)</p>	<p>Wednesday</p> <p>Social Disorganization Theory</p> <p><i>Discussion Day</i></p>
<p>WEEK 11 (4/1-4/3) Monday</p> <p>Social Disorganization Theory</p> <p>(Vélez, <i>R14</i>; Bersani et al., <i>R15</i>)</p>	<p>Wednesday</p> <p>Structural Dislocations</p> <p><i>Discussion Day</i></p>
<p>WEEK 12 (4/8-4/10) Monday</p> <p>Structural Dislocations</p> <p>(Wilson, <i>R16</i>)</p>	<p>Wednesday</p> <p>EXAM 3</p>
<p>WEEK 13 (4/15-4/17) Monday</p> <p>Multi-Level Theories</p> <p>(Goyal's <i>Live to See the Day</i>)</p>	<p>Wednesday</p> <p>Multi-Level Theories</p> <p><i>Discussion Day</i></p>
<p>WEEK 14 (4/22-4/24) Monday</p> <p>The Intersections of Race, Place and Crime</p> <p>(Finish reading Goyal's <i>Live to See the Day</i>)</p>	<p>Wednesday</p> <p>The Intersections of Race, Place and Crime</p>

<p>WEEK 15 (4/29-5/1) Monday</p> <p>Gender and Crime</p> <p>(Bernard et al. Chapters 11, 12, 13)</p>	<p>Wednesday</p> <p>Gender and Crime</p> <p><i>Discussion Day</i></p>
<p>WEEK 16 (5/6-5/8) Monday</p> <p>Conflict and Labeling Theories</p> <p>Writing Assignment Due</p> <p>(Bernburg et al., <i>R17</i>; Chambliss, <i>R18</i>; Moyer et al., <i>R19</i>)</p>	<p>Wednesday</p> <p>Conflict and Labeling Theories & Wrap up our understanding of theory</p>
<p style="text-align: center;">EXAM 4 (FINAL)</p> <p style="text-align: center;">Wednesday May 15th from 1:30 to 3:30 pm in our classroom (SKN 0104)</p>	