History of Criminological Thought (CCJS 654)

Term: Fall 2017
Time and Place: Susquehanna 1123, Tue 4:00pm to 6:45pm

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Course Description
This course will provide the opportunity for guided, careful study of most major theoretical perspectives and schools of thought on crime causation. I will assume you already have a basic knowledge of the concepts and propositions of specific theories within each school of thought, as you should have taken Introduction to Criminology (CCJS 651) or a comparable MA-level course prior to this course.

You Have Four Primary Learning Objectives in This Course
1. Review the concepts and propositions of each major theory
2. Become familiar with the intellectual development of each theory
3. Understand the methodological and statistical challenges in testing each theory
4. Evaluate the quality of each theory for the advancement of criminological knowledge

Required Readings
Some articles and chapters will be made available on ELMS, but you will need to find most of them on your own using the UMD Library tools or Google Scholar. Where full books are assigned, I suggest purchasing them online. Please let me know as early as possible if you have any trouble finding what you need.

Suggested Readings
In addition to the required readings, I suggest having a copy of at least one of the following texts as a reference throughout the course:

I also suggest having a copy of the following:
Course Requirements

1. Exams. You will be required to complete two essay exams in class (not cumulative). The first will be held October 17, for 20% of your final grade. The second will be held December 12, for 30% of your final grade. Arrive on time. If you must miss an exam (excused absence only), you should let me know well in advance and with appropriate documentation. Make-up exams should be administered prior to the exam date.

2. Presentation. You will be responsible for presenting on one perspective or school of thought to the class. This presentation should include (1) the “guts,” or core concepts and propositions of the theories we discuss in class; (2) an overview of the intellectual history of the theories; and (3) a drawing of at least one conceptual model from this perspective, based on your study of the original works. This presentation will account for 25% of your final grade. Assignments will be made in the first week of class. 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. Study Guides. To guide you in the reading assignments, I will provide a study guide that you should complete with each assigned set of readings. This should help you focus on what is most important in the readings and will help you prepare for the exams. I encourage you to work in groups outside of class. Study guides should be completed before each class period for full participation points.

4. Participation. For full participation points, you should be an active participant in class discussions. This means you should come to class having completed the assigned readings and completed the study guide. You should also ask questions and avoid activities not related to class material (sleeping, texting, online shopping, etc.). Participation will be 25% of your final grade.

As a UMD Graduate Student, You Are Committed to Academic Integrity
I require absolute academic integrity in this course and will refer any suspected cases of academic dishonesty to the University Honor Council. Academic dishonesty includes, but is not limited to, plagiarizing, cheating, having unauthorized possession of an examination, fabricating citations or other information, submitting or tampering with the work of another person, and aiding another person in doing any of these things. For more information on academic dishonesty and the accompanying procedures and consequences, visit http://www.shc.umd.edu/code.html

Information for Students with Disabilities
Students seeking accommodations for a disability should contact Disability Support Service (DDS) at 301.314.7682, or dissup@umd.edu. After receiving an Accommodations Letter from DSS, you should meet with me in person within the first week of class to provide a copy of the Accommodations Letter and for my signature on the Acknowledgement of Student Request form. We will discuss a plan for how the accommodations will be implemented. Specific details must be documented and added to the Acknowledgment of Student Request form.

University and Course Related Policies
For additional information on UMD course related policies, please visit:
https://www.ugst.umd.edu/courserelatedpolicies.html
Course Schedule

In the event the university is closed on the date of an in-class exam due to a weather emergency or other unexpected event, please prepare to take the exam during the next class. I will notify you if the course schedule changes for any other reason.

Reading assignments should be completed prior to arriving to class on the date listed in the current schedule. This reading list may be used as a tool for careful study of each theory and the development of each school of thought. Our time in class together is limited, so I have marked with an asterisk the seven we will be focusing on in class each week (six articles or chapters and one book). It would benefit you to read beyond these seven as often as possible.

Aug 29    Introduction

Sep 5    Theory construction and evaluation


**Sep 12  Biological and Biosocial**

**Early**

*Lombroso-Ferrero, Gina. 1911. *Criminal Man, According to the Classification of Cesare Lombroso.* New York: G. P. Putnam’s Sons. [excerpts on ELMS]*


**Contemporary**


*Criminology* 53(1):101-31

- Osgood, D. Wayne, Eric Baumer, and Rosemary Gartner. “Editor’s Note.”
- Wright, John P., J. C. Barnes, Brian B. Boutwell, Joseph A. Schwartz, Eric J. Connolly, Joseph L. Nedelec, and Kevin M. Beaver. “Mathematical Proof is Not Minutiae and Irreducible Complexity is Not a Theory: A Final Response to Burt and Simons and a Call to Criminologists.”
- Massey, Douglas S. “Brave New World of Biosocial Science.”


Sep 19  Social disorganization

Early


Contemporary


Anomie and strain

Early


Contemporary


Oct 3  Social control

Early


https://archive.org/details/socialcontrolas04rossgoog


Contemporary


Oct 10  Self-control

Early


Contemporary


Oct 17       Midterm exam
Oct 24    Deterrence and rational choice

Early


Contemporary


Oct 31    Routine activity and environmental/opportunity

Early


Contemporary


Nov 7  Differential association, social learning

Early


Miller, Neal E. and John Dollard. 1941. Social Learning and Imitation. New Haven, CT: Yale University Press. [excerpt on ELMS]


Contemporary


**Nov 14** ASC Meeting, no class
Nov 21 Subculture theories

Early

*Excerpts in Jacoby et al. from:


Contemporary


Nov 28  Conflict and beyond

Early


King, Martin Luther, Jr. 1963. “Letter from a Birmingham Jail.”


Contemporary


Dec 5  Labeling, shame and stigma

Early


Contemporary


Dec 12 Final exam
Weekly Study Guide

Do what you can to answer these questions before class. You should then expand on your answers in and following our class lectures and discussions.

Answer these questions for each major theory you study in the required readings. For example, in reading about anomie and strain, answer these questions for Merton’s classic strain theory, as well as for Agnew’s general strain theory, and Messner and Rosenfeld’s Institutional Anomie theory, etc.

1. What is the context in which this theory emerged? To what ideas or perspectives of the time are the author(s) responding?

2. What are the core concepts and propositions the author(s) lay out? Do the author(s) clearly define these concepts? Are their propositions logically stated? Explain.

3. Try to draw the conceptual model the author(s) are proposing.

4. What methodological or statistical challenges might researchers face in attempting to test these theoretical propositions, as stated by the author(s)? In what ways, if any, has recent research tried to address these challenges? What challenges remain?

Answer these questions pertaining to all of the week’s readings together:

1. Briefly describe the evolution of this major theory or school of thought, from the early writings to contemporary theories. What do you feel are the most important modifications that have been made along the way? You may wish to read a little beyond the seven required readings.

2. After carefully reading some of the more recent tests of these theories, browse through a recent review of the research, such as in text book or chapter. From these readings, what is your sense of the overall empirical validity of this theory? Explain.