Course Synopsis:

This seminar is designed to provide an intensive examination of crime and the life course. The life course will be examined as a theoretical orientation, a research methodology, and as an empirical field of study with special reference to crime and deviance. Key conceptual and research issues will be analyzed and discussed including the development of criminal and deviant behavior and criminal/deviant careers; stability and change in criminal/deviant behavior across developmental stages of the life course; trajectories, transitions, and turning points through life; quantitative and qualitative approaches to studying crime and the life course; and social change and its link to individual lives.

A single semester course can only provide a sampling of the range of theoretical and empirical work on crime and the life course. The most important objective is thus to acquire a new way of thinking that can serve as a potential point of departure for your future research and intellectual development. To accomplish this goal, I have selected a wide-range of readings that bear on multiple aspects of life-course inquiry, both quantitative and qualitative in nature.

Required Readings:


(10) Additional readings are available online, at McKeldin Library, or, if necessary, they will be distributed in class. All articles/book chapters noted with an "R" are required reading. Note the assigned articles that are contained in the required edited book are indicated with an “R*” for Elder and Giele. The notation R** is for the remaining required books listed above.

Course Requirements:

(1) A paper of 20 to 25 typed pages is due by 4:00 pm on Tuesday, April 23, 2019. This paper will account for 40% of your final grade. More information on this assignment will be provided in class.

(2) A “take home” final examination will be due at the start of class on Tuesday, May 21, 2019. This exam will account for 40% of your final grade. More information on this examination will be provided in class.

(3) This class is organized as a seminar. It is my expectation that you will come to each and every class prepared to discuss the assigned readings. In this type of class, I see class participation as an important component of a successful seminar. To facilitate dialogue and interpretation, students will be selected to act as “seminar discussion leaders” of the assigned reading material for a particular class. Class participation will account for the remaining 20% of your final grade. You will be graded on the quality of your presentation as seminar discussion leader and the quality of your participation in class discussions throughout the semester. More information on this assignment will be provided in class.

Office Hours and Class Meeting Times:

My office is located in 2135 LeFrak Hall. During the Spring semester, I will be holding office hours from 10:00 to 12:00 on Mondays and 10:00 to 12:00 on Tuesdays. All other meeting times will be by appointment only. For your information, my office phone number is 301-405-8070 and my e-mail address is jlaub@umd.edu.

This class meets Tuesday, 4:00 to 6:45, in KEY 0125.

Students with Disabilities:

Any student with a documented disability who wishes to discuss academic accommodations, please contact me by February 12, 2019.
Course Outline:

1/29

INTRODUCTION AND OVERVIEW OF COURSE

2/5

THE LIFE COURSE PARADIGM

A. General Issues


B. Studying Lives in a Changing Society


C. “Ontogenetic” vs. “Sociogenic” Models of Development


2/12

RESEARCH METHODS AND ANALYTICAL APPROACHES

R* Parts One and Two in Elder and Giele, editors, *The Craft of Life Course Research*.


EMPIRICAL AND THEORETICAL APPLICATIONS OF LIFE COURSE RESEARCH TO CRIME AND DEVIANCE

The books and articles listed below include both classic studies as well as more recent analyses of crime and deviance over the life course. These works introduce many important themes relating to the study of crime and the life course.

2/19

R** Shaw, Clifford (1930). The Jack-Roller: A Delinquent Boy's Own Story.

2/26, 3/5

Overview of Criminal Career, Developmental, and Life-Course Approaches

A. Criminal Career Approaches


B. Developmental and Life-Course Approaches


3/12, 3/26 (Note: 3/19 is Spring Break)

Continuity and Change in Crime over the Life Course


4/2

Intergenerational Transmission of Crime


4/9

Race and the Transition to Young Adulthood


4/16

Growing Up in the Era of Mass Incarceration


4/23, 4/30 (Note: Papers are due at 4:00 on 4/23)

Continuity and Change in Crime over the Full Life Course


5/7, 5/14

The Future of Criminal Careers/Life Course/Developmental Criminology


5/21

Final Examination Due at 4:00 pm