

**DEPARTMENT OF SECURITY STUDIES AND CRIMINAL JUSTICE
CRIJ 6332: CRIMINAL JUSTICE THEORY
FALL 2019**

Room/Time: Online
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Office Hours: By appointment only

Course Description:

This course is a seminar on the major theoretical paradigms within the field of criminology. This course will include an overview of the paradigms, as well as a review of the specific theories that they are comprised of. Within each theory we will consider the original statement of the theory as well as any contemporary theoretical developments. Particular attention will be paid to strong empirical tests of theory.

Course Objectives:

The primary objective of this course is to introduce students to the criminological theories and paradigms that are the focus of research appearing in top level peer reviewed journals. This introduction will address the historical development of these traditions and will focus on contemporary issues being addressed by criminologists today.

Required Books:

Cullen F. T., Wright, J. P. and K. R. Blevins. 2006. *Taking Stock: The Status of Criminological Theory. Advances in Criminological Theory: Volume 15*

Lilly, J. R., Cullen, F. T., and R. A. Ball. 2011. *Criminological Theory Context and Consequences. 5th Edition*

Recommended Books (but not required)

Anderson, Elijah. 1999. *Code of the Street*. New York: Norton.

Gottfredson, M. R., and Hirschi, T. (1990). *A General Theory of Crime*. Stanford, CA: Stanford University Press.

Hirschi, Travis. *Causes of Delinquency*. Berkeley: University of Chicago Press.

Kornhauser, Ruth R. 1977. *Social Sources of Delinquency: An Appraisal of Analytic Models*. Chicago: University of Chicago Press.

Laub, John H., and Robert J. Sampson. (2003). *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Cambridge, MA: Harvard University Press.

Rowe, D. C. (2002). *Biology and Crime*. Los Angeles, CA: Roxbury.

Sampson, R. J., and Laub, J. H., (1993). *Crime in the Making: Pathways and Turning Points Through Life*. Cambridge, MA: Harvard University Press.

Warr, M. (2002). *Companions and Crime*. Cambridge, UK: Cambridge University Press.

Grading Policy:

Grades will be based on three elements: 1) summaries 2) article critiques, and 3) a small paper.

Reading Summary (40%)

For the first **five** week's reading material, provide a 2 page long summary at most. It should be single spaced and Times New Roman 12 point font. Citation and reference pages are not necessary, but make sure they are mostly your own words. In the summary, you should talk about what the theory talks about, how was the theory developed, what is the causal link between each component in the theory with crime/victimization. The summary is due on each **Friday midnight**. Submit it on the BlackBoard under the folder of Reading Summary.

Article critiques (30%)

For each week, besides book chapter(s), you may be required to read several journal articles that are related to the theories for that week. After reading, you are asked to critique two articles theoretically or/and methodologically. Each critique should not be more than 2 pages single space.

The first one is from week 4 reading list: Cohen, L., and Felson, M. F. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 44, 588-604. This assignment is due on **Sept. 22 midnight**. Feedbacks will be provided by Sept. 23.

The second is from week 7 reading list: Sampson, R. J., and J. H. Laub. (2003). Life-course desisters? Trajectories of crime among delinquent boys followed to age 70. *Criminology*, 41, 555-592. This assignment is due on **Oct. 13 midnight**. Feedbacks will be provided by Oct. 14.

Paper (30%)

You are asked to write a paper on your favorite criminological theory. In your paper, you should include (1) what your favorite theory talks about and why do you like this theory. Make sure to cover all propositions within the theory and clearly discuss the theory at length; (2) find a real-life event (newspaper, news, online, etc.) that lends itself to the application of your chosen theory and discuss this connection; and (3) discuss 2 empirical articles that support this theory and 1-2 empirical articles that do not support this theory. The paper should be typed in APA format (12 points Times New Roman, 1-inch margins, double spaced, etc.). You need to include a reference page for the articles you cite in your paper. Do NOT copy and paste from other sources. The paper should be no longer than 5 pages.

Rubric:

- Formatting – 5%
- Academic voice – 5%
- Define criminological theory – 30%
- Related theory to real life event properly – 30%
- Discussion of the articles you find related to the theory – 30%

The final paper is due on the **Oct. 16 midnight**.

Final Grade

Your final semester grade will be based on overall percentage across the assignments and paper.

Percent of Points	Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
69% and below	F

Schedule and Readings:

This reading list is an introduction to the important works of criminological theory. Keep in mind this is only an introduction. Serious study and subsequent research productivity in any of these areas will require much more in-depth reading.

Week 1 (Aug. 26 – Aug. 30)

Criminology through the 1950's - The classical school, early biological theory (positivism), the Chicago school (Shaw and McKay's theory of juvenile delinquency and Sutherland's theory of differential association), Akers theory of differential association.

Lilly, Cullen and Ball - chapters 1, 2, 3, 4

Week 2 (Sept. 2 – Sept. 6)

Criminology in the 1950s, 1960s and 1970s – early strain theory (Merton, Cohen, Cloward and Ohlin), early control (Reiss, Nye, Reckless, Sykes and Matza, Hirschi), early labeling (Tannenbaum, Lemert, Becker).

Lilly, Cullen and Ball – 5, 6, 7 (only the theories I have listed above)

Burton Jr, V. S., & Cullen, F. T. (1992). The empirical status of strain theory. *Journal of Crime and Justice*, 15(2), 1-30.

Paternoster, R., & Iovanni, L. (1989). The Labeling Perspective and Delinquency: An Elaboration of the Theory and an Assessment of the Evidence. *Justice Quarterly*, 6, 359-394.

Week 3 (Sept. 9 – Sept. 13)

Critical and Feminist Theory, Past and Present

Lilly, Cullen and Ball - chapter 8, 9, 10

Daly, K. (2011). Feminist Perspectives in criminology: A review with Gen Y in mind. In E. McLaughlin & T. Newburn (Eds.), *The Sage Handbook of Criminological Theory* (pp. 225-246). London: Sage.

Lopes, G. et al. (2012) Labeling and cumulative disadvantage: The impact of formal police intervention on life chances and crime during emerging adulthood. *Crime & Delinquency*, 58, 456-488.

Week 4 (Sept. 16 – Sept. 20)

Neo classical theories: Deterrence, routine activities theory, and rational choice theory

Lilly, Cullen and Ball - chapter 13

Apel, R., & Nagin, D. S. (2011). General deterrence. In: Tonry M (ed) *The Oxford Handbook of Crime and Criminal Justice*, 179-206.

Apel, R. (2013) Sanctions, Perceptions, and Crime: Implications for Criminal Deterrence. *Journal of Quantitative Criminology*, 29, 67–101.

Cohen, L., and Felson, M. F. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 44, 588-604.

McCarthy, Bill (2002). New economics of sociological criminology. *Annual Review of Sociology*, 28, 417-42.

Osgood, D. W., and Anderson, A. L. (2004). Unstructured socializing and rates of delinquency. *Criminology*, 42, 519-549.

Week 5 (Sept. 23 – Sept. 27)

Contemporary strain theory and contemporary control theory

Lilly, Cullen and Ball - chapter 5, 6 (only the material on contemporary versions of the respective theories)

Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency. *Criminology*, 30, 47-87.

Piquero, Alex R. and Jeff A. Bouffard (2007). Something old, something new: A preliminary investigation of Hirschi's redefined self-control. *Justice Quarterly* 24:1-27.

Pratt, T., & Cullen, F. (2000). The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis. *Criminology*, 38, 931-963.

Week 6 (Sept. 30 – Oct. 4)

Contemporary ecological theories: 1) informal social control/collective efficacy and crime; 2) broken windows (disorder and crime)

Lilly, Cullen and Ball - chapters 3 and 13 (only the material on contemporary versions of the respective theories)

Informal social control/collective efficacy and crime:

Kubrin CE, Weitzer R. (2003). New directions in social disorganization theory. *Journal of Research in Crime and Delinquency*, 40, 374–402. (*focus on pages 374 – 387*)

Sampson, R., & Groves, W. (1989). Community structure and crime: Testing social-disorganization theory. *American Journal of Sociology*, 94 (4), 774-82.

Sampson, R., Raudenbush, S., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277, 918-924.

Broken windows (disorder and crime):

Keizer et al. (2008). The spreading of disorder. *Science*, 322, 1681-1685.

Sampson, R. J., & Raudenbush, S. W. (1999). Systematic social observation of public spaces: A new look at disorder in urban neighborhoods. *American Journal of Sociology*, 105, 603-651.

Wilson, J. Q., & Kelling, G. (1982). Broken windows. *Atlantic Monthly*, 211, 29-38.

Wilson, J. Q., & Kelling, G. (2006). A quarter century of broken windows. *The American Interest*, September/October, 168-172

Week 7 (Oct. 7 – Oct. 11)

Life course, developmental, and criminal careers

Lilly, Cullen and Ball, chapter 15

DeLisi, M., & Piquero, A. R. (2011). New frontiers in criminal careers research, 2000–2011: A state-of-the-art review. *Journal of Criminal Justice*, 39, 289–301.

Moffitt, T. E. (1993). Adolescent-limited and life-course-persistent antisocial behavior: A developmental taxonomy." *Psychological Review*, 100, 674-701.

Sampson, R. J., and J. H. Laub. (2003). Life-course desisters? Trajectories of crime among delinquent boys followed to age 70, *Criminology*, 41, 555-592.

Thornberry, T. P., and Krohn M. D. (2001). The development of delinquency: An interactional perspective. In White (ed.) *Handbook of Youth and Justice*, pp. 289–305. New York: Plenum.

Bersani, B., Eggleston Doherty, E. (2013). When the ties that bind unwind: Examining the enduring and situational processes of change behind the marriage effect. *Criminology*, 51, 399-433.

Horney, J., Osgood, D., & Marshall, I. (1995). Criminal careers in the short-term: Intra-individual variability in crime and its relation to local life circumstances. *American Sociological Review*, 60, 655-673.

Monahan, K.C., Steinberg, L., and Cauffman, E. (2009). Affiliation with antisocial peers, susceptibility to peer influence, and antisocial behavior during the transition to adulthood. *Developmental Psychology*, 45, 1520-1530.

Rhule-Louie, D. M., McMahon, R. J. (2007). Problem behavior and romantic relationships: Assortative mating, behavior contagion, and desistance." *Clinical Child and Family Psychology Review*, 10, 53-100.

Warr, M., and Stafford, M. (1991). The Influence of delinquent peers: What they think or what they do? *Criminology*, 29 (4), 851-866.

Week 8 (Oct. 14 – Oct. 18)

Contemporary Biological Explanations of Crime (explaining time stable between individual differences in criminal behavior).

Lilly, Cullen and Ball, chapter 14

Armstrong, T. A., Boutwell, B. B., Flores, S., Symonds, M., Keller, S., & Gangitano, D. A. (2014). Monoamine oxidase A genotype, childhood adversity, and criminal behavior in an incarcerated sample. *Psychiatric Genetics*.

Glenn, A. L. (2011). The other allele: Exploring the long allele of the serotonin transporter gene as a potential risk factor for psychopathy: A review of the parallels in findings. *Neuroscience and Biobehavioral Reviews*, 35, 612–620.

Moffit, T. E., Ross, S., and Raine, A. (2011). Crime and biology. In *Crime and Public Policy*, pp. 53-87, Wilson JQ & Petersilia J (Eds.) Oxford University Press.

Raine, A. (2008). From genes to brain to antisocial behavior. *Current Directions in Psychological Science*, 14, 323-328.

Simons, R. L., Lei, M. K., Beach, S. R. H., Brody, G. H., Philibert, R. A., and Gibbons, F. X. (2011). Social environment, genes, and aggression: Evidence supporting the differential susceptibility perspective. *American Sociological Review*, 76, 883-912.

University Policies:

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX

Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.

You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: michelle.boone@angelo.edu