
CRIMINOLOGICAL THEORY / CRIM 710-001

SPRING 2019

1. INSTRUCTOR

Dr. Yasemin Irvin-Erickson

E-mail: YIrviner@gmu.edu

GMU Webpage: <https://cls.gmu.edu/people/yirviner>

Office: Enterprise Hall # 334, 10443 Sandy Creek Ln, 3rd Floor

2. COURSE INFORMATION

Class meeting time and location: Wednesday, 01:30 PM – 04:10 PM/**Hanover Hall L003**

Office hours: Wednesday, 10:00 PM – 11:00 PM in **Enterprise Hall #334** or by appointment (confirm by e-mail)

Credits: 3

Registration restrictions: Enrollment limited to students with a class of Graduate or Non-Degree. Students in a Non-Degree Undergraduate degree may **not** enroll.

Class add/drop: **January 29, 2019** is the last day to add classes. **February 5, 2019** is the last day to drop with a 100% tuition refund. **February 12, 2019** is Final Drop Deadline with no tuition refund.

3. COURSE DESCRIPTION

Welcome! This course is a graduate level seminar, which examines the diversity of thinking on crime and criminal behavior within the field of Criminology. Unlike some fields where a preeminent paradigm dominates the framework for discussion (such as the paradigm of self-interest of individuals that drives the field of Economics); there are numerous theoretical frameworks within Criminology with significantly different foci explaining why crime occurs (or does not). This disagreement in the field, although it is limiting to a degree, is not surprising and in many ways enriching considering the complexity of the phenomenon of crime.

In this seminar, we will begin with an examination of the origins of modern criminology, followed by a survey of major theories of criminology, and conclude with a debate on contemporary criminological theories and future prospects of criminological theory. Some of the theories we will cover will focus on explaining criminality, while others will focus on crime incidents. Some of these theories will explain crimes with a focus on individual or place-level factors (micro-level), whereas others will focus on meso- and macro-level factors or a combination of factors at different-levels at one point in time or in the life course of offending.

The theories examined in this course will be chronological, with a few exceptions (e.g., we will start second week with deterrence and Rational Choice Theory, and we will cover environmental criminology in the third week before introducing the Chicago School and Social Disorganization theories in the fourth week).

In this seminar, for each theoretical perspective we cover, we will (1) explore the logic, propositions, and assumptions of criminological theories and (2) evaluate the empirical evidence on these theories. We will further carry a critical assessment of different perspectives and identify the weaknesses and gaps.

This seminar will require you to read substantially. You are expected to complete and reflect on all required course readings for the day prior to beginning of the class. Completing each class session's required readings, leading class discussions (when it is your turn), participating in the class discussions, and completing course assignments are all prerequisites to pass this course.

I reserve the right to modify the syllabus. In such an instance, I will announce the modification on Blackboard and via e-mail and upload the updated syllabus on Blackboard

4. COURSE OBJECTIVES

At the completion of this course, students will be able to:

1. Summarize the key concepts and assumptions of the major criminological theories
2. Understand how to operationalize key concepts of theories in empirical work
3. Describe how the major theoretical perspectives have developed and expanded over time
4. Evaluate the state of the empirical evidence for each type of theory
5. Compare and critique differing theoretical perspectives
6. Identify weaknesses and gaps in theory and recommend further development and research
7. Synthesize knowledge about criminological theories and apply this knowledge to explain and evaluate criminal justice practices.

5. REQUIRED TEXT

- Cullen, Francis T., Agnew, Robert, and Pamela Wilcox (2018). *Criminological Theory: Past to Present*, 6th Edition, Oxford University Press. Reading from this textbook pertaining to the **first week of the course** is uploaded on Blackboard for your convenience. **ISBN: 9780190639341**
- Cullen, Francis T., Wright, John P., and Kristie R. Blevins (2009). *Taking Stock: The Status of Criminological Theory*, Second printing, Transaction Publishers. **ISBN: 978-1-4128-0856-9**

Additional required and recommended weekly reading assignments are listed under **Section 9. Tentative Course Schedule and Reading Assignments.**

6. BLACKBOARD

The course syllabus and important announcements will be posted on Blackboard. Students will submit their assignments via Blackboard. To login to Blackboard go to: <http://mymason.gmu.edu/>, click on the Courses tab, and locate the link to CRIM 710 in the course list. For technical assistance with Blackboard, go to: <http://coursesupport.gmu.edu/Students/>.

7. COURSE REQUIREMENTS AND EVALUATION

Students will be graded based on the following criteria:

20% -- Short Reflection Papers on Theory (x2)

20% -- Facilitation + Participation (Facilitators must turn in their prep documents on Blackboard, and pass out the documents to everyone in class) (class is divided into 6 groups)

20% -- Book Review + Presentation of Book Review Draft (x1)

40% -- Final Synthesis Paper (x1)

Every grade component is graded on a 100-point scale.

The grading scale that will be used for the final semester grades is as follows:

A+ 97-100	B+ 87-89.9	C+ 77-79.9	D 60-69.9
A 93-96.9	B 83-86.9	C 73-76.9	F 59.9 or less
A- 90-92.9	B- 80-82.9	C- 70-72.9	

7.1. Reflection Papers

You will write two reflection papers over the course of the semester on the readings from 2 weeks when you are not leading the class discussion; if you are leading a class discussion you cannot write a reflection paper for that week. In the first reflective paper, you will choose to reflect on required readings from one of the weeks between Weeks 2-4 (**the deadline for the submission of the first paper is the class for the week you choose**). In the second reflective paper, you will choose to reflect on required readings from one of the weeks between Weeks 5-9 (**the deadline for the submission of the first paper is the class for the week you choose**). In these papers, you will reflect on the connections between the readings, your evaluation of the arguments and the state of the evidence, and your opinions, questions, and criticisms. You will bring your reflection papers to the class on the day that we are discussing that Week's readings. For example, if you are writing about Week 3 readings, you should bring two copies of your reflection paper to the class (one for you and one for me) on February 6, Wednesday. On the day you submit your reflection paper, you are expected to actively (more active than usual) participate in the class discussion.

You can find the instructions for both reflection papers on Blackboard under Assignments/Reflection Papers.

7.2. Facilitation and Participation

Students are expected to attend class and actively participate and lead discussions. Each week two or three students will be asked to lead the class discussion **based on the questions detailed in the Group Discussion outline uploaded on Blackboard. Every student will volunteer to join a group to lead the class discussion twice in the course of the semester.** Students who will facilitate the class that day will fill in and circulate the Group Facilitation Prep template on Blackboard under Assignments/Group Facilitation (see the template for detailed instructions).

In the first week of class, I will circulate a sign-up sheet for you to choose your groups and which days you would like to lead the discussion. As you sign up for leading these discussions, please think carefully about your potential absences since with the exception of emergencies, you will not be allowed to miss your facilitation day.

Participation will be evaluated on the extent to which you:

- prepare for and actively engage in class discussion and activities (including leading discussions on your chosen day);
- raise informed discussion points;
- connect the discussion to other readings, topical issues, and experiences;
- ask questions;
- contribute to maintaining a lively, respectful discussion by actively listening to other viewpoints and sharing the floor with others.

7.3. Book Review

Everyone will have to write a book review this semester and submit it to one of the following two journals: *Criminal Justice Review* or *International Criminal Justice Review*. I have worked to secure a commitment from the journals' editors that they will consider your reviews for publication. It is not a guarantee of publication, only a promise that they will consider it seriously. Nevertheless, you will be required to submit the book reviews ***after*** I grade them. The books the journal is interested in having reviewed are listed below, in the readings list. We will divide up the books on Day 1 of class, and you will be provided a free copy of the book. I will arrange for the books to be delivered to my mailing address in your name along with publisher instructions for good book reviews. I also arranged for the library to put a copy of each book on reserve. The written book reviews will be due May 1st. Dates for the oral book reviews will be decided on the first day of class.

Book review submission guidelines will be uploaded on Blackboard.

International Criminal Justice Review

- O'Mara, S. *Why torture doesn't work: The neuroscience of interrogation*. Harvard Press. ISBN: 978-0-674-74390-8.
- Hoppe, T. *Punishing disease: HIV and the criminalization of sickness*. University of California Press. ISBN: 978-0-520-29160-7.
- Ferguson, A. G. *The rise of big data policing: Surveillance, race, and the future of law enforcement*. New York University Press. ISBN: 978-1-4798-9282-2.
- Gere, C. *Pain, pleasure, and the greater good: From the panopticon to the skinner box and beyond*. University of Chicago Press. ISBN: 978-0-226-50185-7.
- Kitchen, M. *The Dominici Affair: Murder and mystery in Provence*. University of Nebraska Press. ISBN: 978-1-61234-945-9.
- Fareen Parvez, Z. *Politicizing Islam: The Islamic revival in France and India*. Oxford University Press. ISBN: 978-0-19-022524-7.
- Antonopoulos, G.A. & Panaicolaou, G. *Organized crime: A very short introduction*. Oxford University Press. ISBN: 978-0-19-879554-4.

Criminal Justice Review

- Kelly, W.R. & Pitman, R. *Confronting underground justice: Reinventing plea bargaining for effective criminal justice reform*. Rowman & Littlefield. ISBN: 978-1-5381-0648-8.
- Middlemass, K.M. *Convicted and condemned: The politics and policies of prisoner reentry*. New York University Press. ISBN: 978-0-8147-7062-7.
- Smith, J. *Mr. Smith goes to prison: What my year behind bars taught me about America's prison crisis*. St. Martin's Griffin. ISBN: 978-1-250-13447-9.
- Miller, S. L. *Journeys: Resilience and growth for survivors of intimate partner abuse*. University of California Press. ISBN: 978-0-520-28610-8.
- Herbert, S. *Too easy to keep: Life-sentenced prisoners and the future of mass incarceration*. University of California Press. ISBN: 978-0-520-30051-4.
- Feller-Kantor, M. *Policing Los Angeles: Race, resistance, and the rise of the LAPD*. University of North Carolina Press. ISBN: 978-1-4696-4683-1.

7.4. Final Synthesis Paper

In this paper, you will summarize the logic and content of five major theories about the causes of crime and deviant behavior and provide an assessment of the overall utility of each theory according to empirical tests. You must construct an argument for which of these is the most important theory (or theories), in light of current trends in contemporary criminology.

Please see instructions in the "Final Synthesis Paper" template on Blackboard under Assignments/Final Synthesis Paper. The final paper is due on May 8, noon (12:00 pm) and should be submitted via Blackboard.

7.5. Attendance Policy

Per University's attendance policy outlined in the Academic Policy Section of the [University Catalog](#): "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole".

Absence, tardiness, or early departure will be accepted as de facto evidence of nonparticipation and will be reflected in the participation grade of the student.

8. TEACHING AND LEARNING PHILOSOPHY

This course will be taught in a primarily student-led discussion seminar format. This approach relies heavily on students completing the assigned readings before class and coming prepared to discuss them. I will provide a short introduction to the topic of the day at the beginning of the class and for the rest of the class I will facilitate discussion, by clarifying concepts and keeping the class discussions on track. Because the class sessions will be student led (with the exception of the first class), it is imperative that students attend each meeting having read and thought carefully about all required readings and some or all of the recommended readings. The students leading a class session in a particular week are expected to complete and critically reflect on all required and at least some of the recommended readings. The purpose of the classes is to clarify issues that arise in the readings, assess the important questions and controversies, and develop your own critical thinking through discussion and questions. When all students commit to actively participating, everybody benefits and maximizes their learning and understanding of the material.

You will not have time to get through all required and recommended readings if you start reading the material the day before the class or try to read every word. Many of the pieces recap ideas you will have read in other papers; you will learn to skim articles effectively and focus on understanding the main points. We will discuss strategies for effective reading techniques in the first class. This is good preparation for moving toward your thesis, dissertation, or comprehensive exam.

I take a *hybrid* approach to teaching criminological theory, in that I cover the major areas that are most commonly taught in the field: classical and neo-classical, biological, psychological, structural, and developmental theories **and contemporary theories such as positive criminology, integrated theories of crime and recent developments in the discussion of issues in relation to race, place, and crime**. In the final class of the semester, we will have an "open topics" class where students will lead the selection of material they wish to cover including but not limited to the contemporary criminology topics. In this class, we can get into greater depth about a particular theory or explore a new area that you have come across in the textbook or other reading and research or that ties in to your personal or scholarly interests.

The course assignments are structured to ensure that students are continuously engaging in the course material throughout the entire semester. I have two reasons why this is important.

First, nothing is worse than sitting in a seminar discussion led by classmates who did not prepare; *except* for when you are the one leading the discussion and you suddenly realize your classmates didn't prepare either. Therefore, the assignments are a coercive measure to ensure rich class discussions; the joy of sitting with fellow students in a classroom who are all thinking deeply and critically is your positive incentive.

Second, theory is difficult to grasp all at once. Theory is something that is best learned through continuous engagement – by engaging in a cycle of trying to “figure it out,” “apply it,” “test it,” and “create it,” only to find out you need to start all over again. Writing one final term paper is not going to make it stick. Short, continuous reflections that slowly build on each other over the course of three months, and culminate in a final synthesis paper, offers a better avenue for generating the kinds of critical thinking you will need for your dissertations.

Finally, as indicated earlier, everyone will have to write a book review this semester and submit it to a journal *after* I grade them. The reason I am doing this is help get doctoral students acquainted with the kinds of scholarly conversations that are occurring amongst theorists in criminal justice. It is also a great opportunity to add a writing sample to your CVs.

9. TENTATIVE COURSE SCHEDULE AND READING ASSIGNMENTS

Course schedule and readings are tentative and subject to change. Any changes to the course schedule or readings will be announced in-class and/or on Blackboard.

Week 1: Introduction Wednesday, January 23rd

Introductory Readings

- Cullen, Agnew, and Wilcox (2018): *Introduction*, pp. 1-18; uploaded on Blackboard under Week 1 readings;
- How to Write an Academic Book Review: <https://wendybelcher.com/writing-advice/how-to-write-book-review/> ; and,
- The book reviews below and the response to the reviews are uploaded on Blackboard under Week 1 readings. Read and annotate everything before class.
 - Ramsay, Peter. “Book Review: Henrique Carvalho, *The Preventive Turn in Criminal Law*.” *Theoretical Criminology* 22, no. 4 (November 2018): 603–5. doi:10.1177/1362480618789212.
 - Zedner, Lucia. “Book Review: Henrique Carvalho, *The Preventive Turn in Criminal Law*.” *Theoretical Criminology* 22, no. 4 (November 2018): 606–8. doi:10.1177/1362480618789213.
 - Norrie, Alan. “Book Review: Henrique Carvalho, *The Preventive Turn in Criminal Law*.” *Theoretical Criminology* 22, no. 4 (November 2018): 608–10. doi:10.1177/1362480618789215.
 - Carvalho, Henrique. “Response to Reviews.” *Theoretical Criminology* 22, no. 4 (November 2018): 610–13. doi:10.1177/1362480618784387.

In-class exercise

Read the book reviews before class, and be prepared to discuss them and author's response.

- Print each review from Blackboard, and bring them to class.
- In the margins, note the following:
 - the theoretical perspective of each reviewer;
 - how much each reviewer seems to fully understand the book's use of theory;
 - how much each reviewer seems to respect the book's use of theory; and
 - how the author chooses to respond to each criticism and compliment. (i.e., does the author of the book seem to understand the critiques of his book?)

We will create a concept of map of the reviews of Carvalho on the white board:

Black marker = basic themes and contours of the debate

Red marker = points of contention in the debate

Blue marker = points of agreement in the debate

Other colors, whatever we want.

Week 2: Classical Theories, Rational Choice, Deterrence

Wednesday, January 30th

Book Review Guidelines and Instructions

- 15 minutes

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group A
- Group A's prep document must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part I* (pp. 21-29). *Excerpts from:*
 - Beccaria "An Essay on Crimes and Punishments"
2. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part X* (pp. 353-389). *Excerpts from:*
 - Stafford and Warr "Reconceptualizing Deterrence Theory"
 - Cornish and Clarke "Crime as a Rational Choice"
 - Wright and Decker "Armed Robbers in Action"

3. Nagin. 2013. *Deterrence in the Twenty-First Century* (pp. 199-263)

Recommended Readings

1. *Full-text readings of any of the excerpted sources listed under #1 and #2 in required readings*
2. Cornish and Clarke. 2017. *The Rational Choice Perspective* (pp. 29-61)
3. Pratt et al. 2009. *The Empirical Status of Deterrence Theory: A Meta-Analysis* (in Cullen, Wright and Blevins. 2009. pp. 367-395)

Week 3: Environmental Criminology Wednesday, February 6th

Book Review #1: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group B
- Group B's prep document must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part X* (pp. 390-440). *Excerpts from:*
 - Cohen and Felson "Routine Activity Theory"
 - Brantingham "The Theory of Target Search"
 - Newman "Defensible Space"
 - Wilcox et al. "Multilevel Criminal Opportunity"
2. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part XVII* (pp. 664-672). *Excerpts from:*
 - Clarke "Situational Crime Prevention"
3. Osgood et al. 1996. *Routine Activities and Individual Deviant Behavior* (pp. 635-655)
4. Guerette. 2009. "The pull, push and expansion of situational crime prevention evaluation: an appraisal of thirty-seven years of research" (pp.29-58)

Recommended Readings

1. *Full-text readings of any of the excerpted sources listed under #1 and #2 in required readings*

2. *Felson. 2017. The Routine Activity Approach (pp.87-97)*
3. *Brantingham et al. 2017. The Geometry of Crime and Crime Pattern Theory (pp. 98-115)*

Week 4: Social Disorganization Theories

Wednesday, February 13th

Book Review #2: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group C
- Group C's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part II (pp. 33-66). Excerpts from:*
 - Shaw and McKay "Juvenile Delinquency and Urban Areas"
 - Sampson et al. "Collective Efficacy and Crime"
 - Kirk and Papachristos "Legal Cynicism and Crime"
2. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part XVII (pp. 652-663). Excerpts from:*
 - Wilson and Kelling "Broken Windows"
3. *Sampson. 2008. Collective Efficacy Theory: Lessons Learned and Directions for Future Inquiry (in Cullen, Wright and Blevins. 2008. pp. 149-168)*
4. *Peterson et al. 2009. Segregation and Race/Ethnic Inequality in Crime: New Directions (in Cullen, Wright and Blevins. 2009. pp. 169-190)*

Recommended Readings

1. *Full-text readings of any of the excerpted sources listed under #1 and #2 in required readings*
2. *Bursik and Grasmick. 1998. Neighborhood and Crime, Chapter 1: Basic Issues*
3. *Weisburd et al. 2016. Place Matters: Chapter 3 (pp. 60-67)*

Week 5: Social Learning Theories
Wednesday, February 20th

Book Review #3: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group D
- Group D's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part III (pp. 67-104). Excerpts from:*
 - Sutherland and Cressey "A Theory of Differential Association"
 - Akers "A Social Learning Theory of Crime"
 - Anderson "The Code of the Street"
2. *Agnew. 1991. The interactive effects of peer variables on delinquency (pp. 47-72)*
3. *Akers and Jensen. 2009. The Empirical Status of Social Learning Theory of Crime and Deviance" The Past, Present and Future (in Cullen, Wright and Blevins. 2009. pp. 37-76)*

Recommended Readings

1. *Full-text readings of any of the excerpted sources listed under #1 in required readings*
2. *Pratt et al. 2010. The empirical status of social learning theory: A meta-analysis. (pp.765-802)*

Week 6: Anomie/Strain Theories

Wednesday, February 27th

Book Review #4: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group E
- Group E's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part IV* (pp. 105-149). Excerpts from:
 - Merton "Social Structure and Anomie"
 - Cohen "Delinquent Boys: The Culture of the Gang"
 - Rosenfeld and Messner "Crime and the American Dream"
 - Agnew "Pressured Into Crime: General Strain Theory"
2. Bernard. 1987. Testing structural strain theories. *Journal of Research in Crime and Delinquency* (pp. 262-280)
3. Agnew. *General Strain Theory: Current Status and Directions for Future Research* (in Cullen, Wright and Blevins. 2009. pp. 101-126)
4. Messner and Rosenfeld. *The Present and Future of Institutional-Anomie Theory* (in Cullen, Wright and Blevins. 2009. pp. 127-148)

Recommended Readings

1. Full-text readings of any of the excerpted sources listed under #1 in required readings
2. Agnew. 2001. Building on the foundation of general strain theory: Specifying the types of strain most likely to lead to crime and delinquency (pp. 319-361)

Week 7: Social Control Theories
Wednesday, March 6th

Book Review #5: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group F
- Group F's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part V* (pp. 150-192). Excerpts from:
 - Sykes and Matza "Techniques of Neutralization"
 - Hirschi "Social Bond Theory"
 - Gottfredson and Hirschi "A General Theory of Crime"
2. Hirschi. *The causes of delinquency: Chapter 2* (pp. 16-34)
3. Hirschi and Gottfredson. 2000. "In Defense of Self-control" (pp. 55-69)
4. Gottfredson. 2008. *The Empirical Status of Control Theory in Criminology* (in Cullen, Wright and Belvins, 2008, pp. 77-100)
5. Pratt and Cullen. 2000. *The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis* (pp. 931-964)
6. Reiss. 1951. *Delinquency as the failure of personal and social controls* (pp. 196-207)

Recommended Readings

1. Full-text readings of any of the excerpted sources listed under #1 in required readings
2. Hirschi. 1996. *Theory without Ideas: Reply to Akers* (pp. 249-256)
3. Reckless. 1961. *A new theory of delinquency and crime* (pp. 42-46)
4. Meares et al. 2012. *Why Do Criminal Obey the Law?* (pp. 397-440)

**Week 8:
Spring Break, No Class March 13th**

**Week 9: Labeling Theory
Wednesday, March 20th**

Book Review #6 and #7: Presentation to the Class

- Presentation time: 15 minutes + 5 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group A
- Group A's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part VI (pp. 193-227). Excerpts from:*
 - Braitwaite "Crime, Shame and Reintegration"
 - Sherman "Defiance Theory"
 - Maruna "Making Good"
2. *Paternoster and Iovanni. 1989. The labeling perspective and delinquency: An elaboration of the theory and an assessment of the evidence (pp. 359-394)*
3. *Wellford. 1975. Labelling theory and criminology: An assessment (pp. 332-345)*
4. *Smith and Paternoster. 1990. Formal processing and future delinquency: deviance amplification as selection artifact (pp. 1109-1132)*

Recommended Readings

1. *Full-text readings of any of the excerpted sources listed under #1 in required readings*

Week 10: Critical Criminology: Power, Peace, and Crime
Wednesday, March 27th

Book Review #8 & #9: Presentation to the Class

- Presentation time: 15 minutes + 5 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group B
- Group B's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part VII (pp. 228-268). Excerpts from:*
 - Bonger "Criminality and Economic Conditions"
 - Currie "Crime in a Market Society"
 - Colvin "Crime and Coercion"
2. *Lynch et al. 2009. The Status of Empirical Research in Radical Criminology (in Cullen, Wright and Blevins. 2009. pp. 191-216)*
3. *Fuller and Wozniak. 2009. Peacemaking Criminology: Past, Present, and Future (in Cullen, Wright and Blevins. 2009. pp. 251-276)*

Recommended Readings

1. *Full-text readings of any of the excerpted sources listed under #1 in required readings*

Week 11: Feminist Theories: Gender, Power, and Crime
Wednesday, April 3rd

Book Review #10: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group C
- Group C's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes for discussion, or 90 fully-interactive minutes

Required Readings

1. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part VIII* (pp. 269-318). Excerpts from:
 - Adler "Sisters in Crime"
 - Chesney-Lind "A Feminist Theory of Female Delinquency"
 - Messerschmidt "Masculinities and Crime"
 - Miller "Getting Played"
2. Miller and Mullins. 2009. *The Status of Feminist Theories in Criminology* (in Cullen, Wright and Blevins. 2009. pp. 217-250)

Recommended Readings

1. Full-text readings of any of the excerpted sources listed under #1 in required readings

Week 12: Trait and Biosocial Theories
Wednesday, April 10th

Book Review #11: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group D
- Group D's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part I* (pp. 30-33). Excerpts from:
 - Lombroso "The Criminal Man"
2. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part XII* (pp. 441-486). Excerpts from:
 - Glueck and Glueck "Unraveling Juvenile Delinquency"
 - Peskin et al. "Biology and Crime"
 - Caspi et al. "Personality and Crime" Are Some People More Crime Prone"
3. Moffitt. 2005. *The new look of behavioral genetics in developmental psychopathology: Gene-environment interplay in antisocial behaviors* (pp. 533-554)
4. Glenn and Raine. 2014. *Neurocriminology: Implications for the punishment, prediction and prevention of criminal behaviour* (pp. 54-63)
5. Raine. 2002. *Biosocial studies of antisocial and violent behavior in children and adults: A review* (pp. 311-326)

Recommended Readings

1. Full-text readings of any of the excerpted sources listed under #1 and #2 in required readings
2. Caspi et al. 2002. *Role of genotype in the cycle of violence in maltreated children* (pp. 851-854)
3. West. 1988. *Psychological contributions to criminology* (pp. 77-92)

Week 13: Life Course Theories
Wednesday, April 17th

Book Review #12: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group E
- Group E's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part XIII* (pp. 487-536). Excerpts from:
 - Moffitt "Pathways in the Life Course to Crime"
 - Laub and Sampson "A Theory of Persistent Offending and Desistance from Crime"
 - Paternoster and Bushway "The Feared Self: An Identity Theory of Desistance"
2. Moffitt. 2009. *A Review of Research on the Taxonomy of Life-Course Persistent Versus Adolescence-Limited Antisocial Behavior* (in Cullen, Wright and Blevins. 2009. pp. 277-312)
3. Laub et al. 2009. *Assessing Sampson and Laub's Life-Course Theory of Crime. Behavior* (in Cullen, Wright and Blevins. 2009. pp. 313-334)
4. Farrington. 2009. *Building Developmental and Life Course Theories of Offending* (in Cullen, Wright and Blevins. 2009. pp. 335-366)

Recommended Readings

1. Full-text readings of any of the excerpted sources listed under #1 in required readings
2. Any additional readings of students' choosing from Dr. Beth Griffith's [2017 syllabus](#) on life course criminology

Week 14: White Collar Crime
Wednesday, April 24th

Book Review #13: Presentation to the Class

- Presentation time: 10 minutes + 10 minutes Q&A

Lecture

- 20 minutes + 20 minutes of Q&A

Break

Class Facilitation

- Group F
- Group F's prep documents must be uploaded to Blackboard by each student in the group
- Print a copy of prep documents, and bring enough for everyone in class
- 45 minutes presentation + 45 minutes discussion, or 90 fully-interactive minutes

Required Readings

1. *Cullen, Agnew, and Wilcox. 2018. Criminological Theory: Past to Present, Part IX (pp. 319-352). Excerpts from:*
 - Sutherland "White-collar Criminality"
 - Benson "Denying the Guilty Mind"
2. *Shapiro. 1980. Thinking About White Collar Crime: Matters of Conceptualization and Research (pp. 1-61)*
3. *Reurink. 2016. "White-Collar Crime: The concept and its potential for the analysis of financial crime" (pp. 385-415)*

Recommended Readings

1. *Full-text readings of any of the excerpted sources listed under #1 in required readings*
2. *Selected readings of students' choosing*

Week 15: Contemporary Theories and Conclusion

Wednesday, May 1st

Required Readings

1. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part XIV: Positive Criminology* (pp. 537-563). Excerpts from:
 - Cullen “Social Support and Crime”
 - Agnew “Social Concern and Crime”
2. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part XV: How Black Lives Matter: Theoretical Developments* (pp. 564-600). Excerpts from:
 - Sampson and Wilson “A Theory of Race, Crime, and Urban Inequality”
 - Clear “Imprisoned Communities: Coerced Mobility Theory”
 - Unnever and Gabbidon: A Theory of African American Offending”
3. Cullen, Agnew, and Wilcox. 2018. *Criminological Theory: Past to Present, Part XVI: Pulling it All Together* (pp. 601-625). Excerpts from:
 - Agnew “Why Criminals Offend: A General Theory of Crime and Delinquency”
 - Wikström “Situational Action Theory”

Recommended Readings

1. Full-text readings of any of the excerpted sources listed under #1, #2, and #3 in required readings
2. Additional readings of students’ choosing

Course Writing Due in Class:

- Written Book Reviews Due (instructions will be uploaded on Blackboard under Assignments/Book Review)
- Turn in on Blackboard, and bring 1 printed copy to class.

Week 16

Wednesday, May 8th

Course Writing Due:

- Final Synthesis Paper Due (instructions are uploaded on Blackboard under Assignments/Final Synthesis Paper, due **on May 8th, noon**)
- Turn in on Blackboard

10. TECHNOLOGY POLICY

Cell phones and smart devices must be silenced while in class. You are encouraged to use your smartphones, other smart devices, and laptops in class for learning purposes. Excessive text messaging and communicating via social media is not allowed and will result being marked as “absent” for the day.

11. MISSED ASSIGNMENTS

I understand that emergencies can arise. I will discuss assignment deadline extension on a case-by-case basis. I expect you to contact me as soon as possible. If you have a problem, please be honest about your situation, and do everything you can to meet the deadlines or requirements before requesting any special consideration.

12. ACCOMMODATIONS & DISABILITY

Any student who suspects they may need an accommodation based on the impact of a disability should contact the professor privately to discuss the student’s specific needs and provide written documentation from Disability Services. If the student is not yet registered as a student with a disability, they can contact Disability Services. For more information, view the office’s website at <http://ods.gmu.edu>.

13. ENGLISH LANGUAGE LEARNERS

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the faculty or staff. For more information, please visit their website at <http://eli.gmu.edu>.

14. COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

[Counseling and Psychological Services](#) provide a wide range of free services to students, faculty, and staff. Services are provided by a staff of professional clinical psychologists, social workers, counselors, learning specialists, and psychiatric providers. Our individual and group counseling, workshops, and community education programs are designed to enhance students’ personal experience and academic performance. See below links to learn more about the services of

CAPS:

- [Psychological Services](#)
- [Learning Services](#)
- [Multicultural Commitment](#)

Emergency Contacts:

[Online Crisis Chat](#)

Crisis Text Line: Text 741-741

CrisisLink: 703-527-4077

National Suicide Prevention Lifeline: 800-273-8255

Veterans Crisis Line: 800-273-8255, Press 1

Mason Sexual and Intimate Partner Violence Crisis Line: 703-380-1434

TrevorLifeline: 866-488-7386

Trans Lifeline: 877-565-8860

Non-Emergency Contacts:

Counseling and Psychological Services: 703-993-2380

Student Support and Advocacy Center: 703-993-3686

Mason Police: 703-993-2810

15. LYNDA.GMU.EDU

Mason has partnered with lynda.com to provide free and unlimited online training to Mason students, faculty, and staff. An online subscription library, lynda.com offers more than 4,000 videos and courses on a broad range of subjects. Access the lynda.com library 24/7 using your Mason NetID and Patriot Pass password.

Learning Paths & Certification Prep Courses

lynda.com also offers users the opportunity to develop skills through an offering called “Learning Paths.” The company has curated courses and videos for over 50 job titles. Click [here](#) to learn more about [lynda.com learning paths](#). For a list of certifications that lynda.com can help you prepare for, [please click here](#).

16. LIBRARY RESOURCES

Mason Libraries' workshops, events, and exhibits offer research and cultural opportunities for students, faculty, and staff on all Mason campuses throughout the year including periodic **Introduction to Mason Libraries** workshop that will help you navigate the library website and many other workshops (such as how to use Zotero, Tableau, ArcGIS online)

17. CIVILITY CODE

This course will explore sensitive subject matters; it is, therefore, expected that students will engage with one another in a respectful manner even when they do not agree with one another.

18. ACADEMIC CONDUCT & HONOR CODE

Students are accountable to the following Honor Code: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.”

19. PLAGIARISM & HONOR COMMITTEE

Students are prohibited from: (a) knowingly permitting another student to plagiarize or cheat from one's work, and (b) submitting the same assignment in different courses without consent of the professor. Should you have any questions about what it means to cheat, plagiarize, steal and/or lie, please consult the website: <http://oai.gmu.edu/understanding-the-honor-code/> Students should review: “Student Strategies for Preventing Violations” link on the Office for Academic Integrity’s website: <http://oai.gmu.edu/preventing-violations/student-strategies-for-preventingviolations/>. Any student found violating the tenets of the Honor Code will be reported to the Honor Committee for review.

20. SEXUAL MISCONDUCT AND INTERPERSONAL VIOLENCE

George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202 Sexual Harassment and Misconduct (<http://universitypolicy.gmu.edu/policies/sexual-harassment-policy>) speaks to the specifics of our process, our resources, and the options available to you.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu>), Counseling and Psychological Services (<http://caps.gmu.edu>), and Student Health Services (<http://shs.gmu.edu>).

All other members of the University community (including faculty, except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, Title IX Coordinator, at <http://diversity.gmu.edu/title-ix>, at 703-993-8730, or in the Compliance, Diversity, and Ethics office in the Aquia Building, Suite 373.

21. ENROLLMENT STATEMENT

You are responsible for verifying your enrollment in this class. Schedule adjustments must be made by the deadlines established each year in the Schedule of Classes, available from the Registrar’s website (<http://registrar.gmu.edu>)

22. REFERENCES

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