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SOCI 438.02: Criminological Theory

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CRIMINOLOGICAL THEORY

(Sociology 438.02 - 3 credits)

Class Time: 2:00 - 2:50, Monday, Wednesday, Friday, Social Sciences Building #330/338
Professor: Jim Burfeind, Ph.D.
Contact Info: james.burfeind@umontana.edu. 406-243-4811. Office: Social Science Building #331.
Office Hours: Monday, Wednesday & Friday from 11:10-12:00; Thursday 9:15-10:15; and by appointment.

REQUIRED TEXTS:

Cullen, Francis T., Robert Agnew, and Pamela Wilcox. 2014. *Criminological Theory: Past to Present: Essential Readings* (5th edition). New York: Oxford.

Winfree, Thomas L. Jr. and Howard Abadinsky. 2017. *Essentials of Criminological Theory* (4th edition). Long Grove, IL: Waveland.

LEARNING OUTCOMES:

This is an upper division course that will allow students to study the major theoretical explanations of crime and criminal behavior. More specifically:

- Students will read original work in criminological theory.
- Students will develop comprehension skills by identifying and analyzing key theoretical concepts, propositions, and arguments.
- Students will develop oral discussion skills by preparing for class and participating regularly in class discussion.
- Students will develop writing skills through instruction, deliberate writing exercises, writing concise in-class essays, and drafting and rewriting a focused literature review on a particular criminological theory.

COURSE REQUIREMENTS AND POLICIES:

1. **Class Preparation and Participation: Reading and Discussion:** This course is intended to be a seminar where students learn through reading and discussion. A seminar is very different from a traditional lecture course. Students are expected to come to class prepared and ready to **actively participate in class discussion**. Such participation is based on the expression of **informed ideas**, rather than personal or popular opinion. All class members are expected to participate in discussion in ways that reflect an understanding of the reading material. Some of you who are not comfortable speaking in front of a group will have to push yourselves. Class participation is worth 100 possible points toward your final grade – almost 20% of your grade! With a base of 20 points, you will be awarded 1 point for attendance and 1 point for participation, if your participation reflects the readings.

Assigned readings are mainly from the texts, with additional journal articles available on the Moodle course supplement page. Reserve readings are noted on the class schedule as: “*Moodle: author’s last name (publication year).*”

2. **Summaries of Assigned Readings:** In order to promote class preparation, you will be required to turn in **10, one-half page summaries** of the assigned readings (typed, 12 point font, 1 inch margins, and single spacing). Summaries should identify the reading’s key **concepts** and **causal argument**. Provide a full reference to the reading at the top of the summary, using the ASA style. Summaries will be accepted only on the day the reading assignment is discussed. Each summary will be scored on the basis of 10 points (100 total possible points). Ten points will be awarded if your summary shows excellent understanding of the reading, 8 points for above average understanding, 7 points for average understanding, and 6 points for limited understanding. **Organization, development, and writing style** (clarity, grammar, mechanics, and punctuation) will be considered in scoring your summaries. **Please proof read your papers**. You will be able to rewrite 5 of your summaries for a higher score. Rewrites must be turned in with the original summary.

3. **Pop Quizzes:** 10 pop quizzes will also be given in order to encourage reading and class preparation. Each quiz will be made up of 5 objective questions (true – false and multiple choice) over the reading(s) for that day. 50 points total.

4. **Writing Skills Exercises:** Each class period during the “Writing Skills” section will include an in-class assignment, which must be turned in for credit. Each of these assignments will be worth 5 possible points, 30 total possible points. Absences will result in no points.

5. **Annotated Bibliography and Literature Review:** Over the course of the semester you will develop a five-page literature review on a particular aspect of a criminological theory. This assignment will require you to first choose a theory and then focus on a particular area of attention for which you develop a thesis statement and then support your thesis by reviewing recent literature. In order to do a focused literature review, you will learn how to develop and argue a thesis statement, how to find relevant journal articles, and how to structure, organize, and develop a literature review. I will hand out explicit instructions for the literature review with a series of deadlines to complete this writing assignment. In developing your literature review, you will be required to write an **annotated bibliography** of the 5 articles that you will include in your literature review. Each of these article summaries will be worth 10 possible points, 50 total points possible. The literature review is worth 100 possible points toward your final grade.
6. **Presentation of Literature Review:** All students will present their literature review to the class in one of the scheduled sessions. Presentation will be scored on the basis of 20 possible points.
7. **Course Supplement Page:** This course has a Moodle course supplement page, available at *UM Online*. Access to this page is restricted to enrolled students, using network ID's and passwords. The course supplement page provides the course syllabus, all reserve readings, and a few reference documents.
8. **Intent To Accommodate Students With Disabilities:** "Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. 'Reasonable' means the University permits no fundamental alterations of academic standards or retroactive modifications." For more information, visit the [Disability Services for Students Webpage](http://www.umt.edu/dss) (<http://www.umt.edu/dss>) and contact Disability Services in Lommasson Center 154 or 406-243-2243.
9. **Academic Misconduct:** "Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice President for Academic Affairs." What is "academic misconduct"? What are the consequences? Please review the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) (http://www.umt.edu/vpsa/policies/student_conduct.php).
10. **Grades:** Your grade for the course will be based on the total number of points earned throughout the semester. There are 450 total possible points with grades calculated on a straight percentage basis, no pluses or minuses.

Class Participation:	100
Reading Summaries (10 @ 10 points each):	100
Pop Quizzes (10 @ 5 points each):	50
Writing Skills Exercises (6 @ 5 points each):	30
Annotated Bibliography (5 entries @ 10 points each):	50
Literature Review:	100
Class Presentation of Paper:	20
TOTAL POINTS:	450

CLASS SCHEDULE

SECTION I: INTRODUCTION TO CRIMINOLOGICAL THEORY		
Aug. 31	Introduction to Criminological Theory	WA: Ch. 1; CAW: Introduction
Sept. 2	Constructing Theory	<i>Moodle: Laub & Sampson (1991)</i>
5	Labor Day Holiday—No Class	
7	Classical and Positive Schools of Criminology	WA: Chapter 2; CAW: Chapters 1 & 2
SECTION II: WRITING SKILLS		
9	Writing Sentences: Clarity and Grammar	
12	Punctuation Basics	
14	Doing Literature Searches: Julie Biando Edwards	Student Learning Center—2 nd floor Mansfield Library
16	Developing, Arguing, and Supporting a Thesis	
19	Using and Citing Sources	
21	Literature Reviews: Posing a question, narrowing topic, appropriate sources, organization and development	
SECTION III: FOCUSING ON THE INDIVIDUAL		
23	Biosocial Criminology	WA: Chapter 3; CAW: Chapter 5
26	Individual Traits and Personality	WA: Chapters 4 & 5; CAW: Chapters 3 & 6

28	Adolescent-limited and Life-course Persistent	CAW: Chapters 40
30	Life Course	CAW: Chapter 41
SECTION IV: SITUATIONAL, ROUTINE, AND RATIONAL ASPECTS OF CRIME		
Oct. 3	Situational Inducements & Techniques of Neutralization	Moodle: Briar & Piliavin (1965) ; Chapter 17
5	Phenomenological Considerations	Moodle: Katz (1988, Chapters 1 & 2)
7	Adversity	Moodle: McCarthy & Hagan (1992)
10	Routine Activities	Chapters 36; Moodle: Osgood et al. (1996)
12	Crime as Rational Choice	CAW: Chapters 34, 35
14	Delinquency and Rational Choice	Moodle: Paternoster (1989)
17	Situational Action Theory	Moodle: Wikström et al. (2011)
SECTION V: SOCIAL RELATIONSHIPS		
19	Social Bond and Social Support	WA: Chapter 7 (123-128); CAW: Chapters 18 & 46
21	Self-Control	WA: Chapter 7 (128-131); CAW: Chapter 19
24	Differential Association and Social Learning	WA: Chapter 7 (118-123); CAW: Chapters 10 & 11
SECTION VI: SOCIAL STRUCTURES		
26	Social Disorganization	WA: Chapter 6; CAW: Chapter 7
28	Collective Efficacy	CAW: Chapters 8 & 9
31	Broken Windows	CAW: Chapter 39
Nov. 2	Imprisoning Communities	CAW: Chapter 48
4	Strain & Opportunity	CAW: Chapters 13, 14, & 15
7	General Strain Theory	CAW: Chapter 16
9	Racial Inequality	CAW: Chapter 44
11	Veterans Day—No Class	
14	Subculture—Code of the Streets	CAW: Chapter 12
SECTION VII: CRITICAL CRIMINOLOGIES		
16	Labeling and Crime, Shame, & Reintegration	WA: Chapter 8; CAW: Chapters 20 & 21
18	Economic Conditions	WA: Chapter 9; CAW: Chapters 23 & 24
21	Age Structure	Moodle: Greenberg (1977)
23 & 25	Thanksgiving Holiday	
28	Gender	CAW: Chapters 26, 27, 28, 29
Section VIII: Integrated Theories and Applying Theories		
30	Integrated Theories	CAW: Chapter 49
Dec. 2	Saving Children from a Life of Crime	CAW: Chapter 50
SECTION IX: STUDENT PRESENTATIONS		
Dec. 5	Literature Review Due	
December 5 – 12 (4 days): Student Presentations		

REFERENCES (Available on the Moodle course supplement page.)

- Briar, Scott and Irving Piliavin. 1965. "Delinquency, Situational Inducements, and Commitment to Conformity." *Social Problems* 13:35-45.
- Greenberg, David. 1977. "Delinquency and the Age Structure of Society." *Contemporary Crisis: Crime, Law, and Social Policy* 1.
- Katz, Jack. 1988. "Righteous Slaughter," and "Sneaky Thrills." Chapters 2 and 3 in *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*. New York, NY: Basic Books.
- Laub, John H. and Robert J. Sampson. 1991. "The Sutherland-Glueck Debate: On the Sociology of Criminological Knowledge." *American Journal of Sociology* 96:1402-1440.
- McCarthy, Bill and John Hagan. 1992. "Mean Streets: The Theoretical Significance of Situational Delinquency Among Homeless Youths." *American Journal of Sociology* 98: 597- 627.
- Osgood, D. Wayne, Janet K. Wilson, Patrick M. O'Malley, Jerald G. Bachman, and Lloyd D. Johnson. 1996. "Routine Activities and Individual Deviant Behavior." *American Sociological Review* 61:635-655.
- Paternoster, Raymond. 1989. "Decisions to Participate and Desist from Four Types of Common Delinquency: Deterrence and the Rational Choice Perspective." *Law and Society Review* 23:7-40.
- Wikström, Per-Olof H. and Kyle H. Treiber. 2009. "Violence as Situational Action." *International Journal of Conflict and Violence* 3:75 – 96.