

CRIMINOLOGICAL THEORY

(Sociology 530 - 3 credits)

Class Time: 11:10 - 12:00^{noon}, Monday - Friday, Social Sciences #338/330
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Office Hours: Monday: 2:10 - 3:10^{pm}; Tuesday: 9:30 - 10:30^{am}; Wednesday & Friday: 2:10 - 3:45^{pm}
and by appointment

REQUIRED TEXTS:

Criminological Theory: Past to Present—Essential Readings (3rd edition). Francis T. Cullen and Robert Agnew. 2006. Los Angeles, CA: Roxbury.

COURSE OBJECTIVES:

This is a graduate-level 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 participating regularly in class discussion.
- Students will develop writing skills by writing concise summaries of criminological theories and by drafting and rewriting a literature review.

EXPECTATIONS AND REQUIREMENTS:

1. **Class Preparation and Participation – Reading and Discussion:** It is assumed that all those enrolled in this course are graduate students with a background in sociology. It is also assumed that students have a serious interest in studying theoretical explanations of crime and criminal behavior. Students are expected to come to class having read the assigned reading, ready to actively participate in class discussion. I want this course to be a true seminar – a course where students ***learn through reading and discussion***, rather than lecture. This learning format requires expression of ***informed ideas***, based on exposure to criminological literature, 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. Thus, you will be expected to ***read the assignments, attend class, and participate in discussion*** – true education – I sure hope this is not novel to you! Class participation is worth 100 possible points toward your final grade – one-fourth of your grade. There are 40 class sessions. 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. On occasion, I will excuse you from class if you have a valid reason and you receive my approval before class. Excused absences will be scored as 1 point, with a maximum of 5 excused absences.

Assigned readings are mainly from the text or from pdf files available from my Web page at: http://www.umt.edu/sociology/faculty_staff/burfeind/. These Online readings are noted on the class schedule as “Web,” with the author’s name and year of publication.

2. **Summaries of Assigned Readings:** In order to promote class preparation, you will be required to turn in **20, one-page summaries** of the assigned readings. Each summary must be no longer than one typed page (1 inch margins and single spacing). Summaries should identify the theory’s key ***concepts*** and ***causal explanation***. 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 5 points (100 total possible points). Five points will be awarded if your summary shows excellent understanding of the reading, 4 points for above average understanding, 3 points for average understanding, 2 points for limited understanding, and 1 point for turning in something that “misses the boat.” **Organization, development, and writing style** (clarity, grammar, mechanics, and punctuation) will be considered in scoring your summaries.

3. **Literature Review of Journal Articles:** This writing assignment asks you to develop a limited **review of the literature** on some theoretical area of criminological study. The integrated review must include at least five journal articles, all of which address some particular theoretical dimension of crime causation. Your task is to assess each article and integrate them into a review of the literature. An integrated review is not a summary or condensation of articles, but a well thought-out assessment of common or divergent **assumptions, concepts, methodologies, findings, and conclusions**. The review should not deal with the articles sequentially, but should integrate them into a discussion. In other words, an integrated review is an attempt to come to grips with the literature in a certain area of study by **assessing and comparing** the literature.

You will want to begin by selecting a **specific** theoretical area of study. The class schedule provides many examples of possible topics. For example, you may choose articles that consider:

- Theoretical roots of death penalty as a deterrent to crime.
- A particular theoretical conception of personality (e.g. the “five factor model”).
- Research findings on the relationship between relational attachments and delinquent behavior.
- How the activities of young people are related to involvement in delinquency.
- Factors that have been included in rational choice models.
- How different theories conceptualize the role of peer influences in delinquency.
- The relative influence of peers and family in delinquency causation.
- The impact of marriage on criminal involvement.
- Empirical measures of self-control.
- The role of educational aspirations and opportunities in strain and control theories.
- How neighborhood collective efficacy is related to crime and delinquency rates.

Begin by consulting general sources that review the literature in the area of study that you have selected. Criminology textbooks and review essays in journals, topical or discipline encyclopedias, and annual reviews provide excellent starting points (for example, the *Encyclopedia of Criminology*, edited by Richard A. Wright and J. Mitchell Miller (2005, 364.03 E5641), *Encyclopedia of Crime and Punishment*, edited by David Levinson (2002, 364.03 En 194), *Encyclopedia of Criminology and Deviant Behavior*, edited by Clifton D. Bryant (2001, 364.03 E5636), *Crime and Justice: An Annual Review of Research, Annual Review: Sociology* (available electronically). Next, use the search engines (*Academic Search Premier, Annual Reviews, JSTOR, Social Sciences Full Text, and Sociological Abstracts*) available on the Mansfield Library’s homepage to access relevant journal articles through keyword searches.

After selecting at least 8 journal articles, review them carefully and choose 5 journal articles to use in your literature review. Write your paper by assessing and comparing the articles you have chosen. You will want to provide reference support for the points and arguments you make. This includes bibliographic reference to the articles you are reviewing and any other resource you use for your assessment. Be sure to include page references for quotations and a reference page.

The resulting literature review should be about eight pages in length. The paper should incorporate extensive reference support. The paper must be typed, double spaced, and free from grammatical and spelling errors. Use of the ASA style is expected. Please **proofread your paper! Organization, development, and writing style** (clarity, grammar, mechanics, and punctuation) will be considered in scoring your paper. The integrated review is worth 150 possible points toward your final grade. **Begin your paper early in the semester!!** In order to encourage you to do that, I have established a number of deadlines:

References and abstracts of at least 8 articles:	September 14, 2009
References for the 5 articles to be used:	September 21, 2009
Introduction, outline, and reference list:	October 19, 2009
First draft of paper:	November 9, 2009
Second draft of paper:	November 16, 2009
Final paper:	December 4, 2009

4. **Paper Presentation** : All students will present their paper to the class in one of the scheduled sessions. Presentation will be scored on the basis of 50 possible points.
5. **Academic Misconduct**: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online: http://life.umt.edu/vpsa/student_conduct.php.

GRADES:

Your grade for the course will be based on the total number of points earned throughout the semester. There are 400 total possible points with grades calculated on a straight percentage basis, no pluses or minuses.

	<u>Points</u>
Class Participation	100
Summaries of assigned readings (20 @ 5 points)	100
Literature Review	150
<u>Class Presentation of Paper</u>	<u>50</u>
TOTAL POINTS:	400

CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
<u>SECTION I: INTRODUCTION TO CRIMINOLOGICAL THEORY</u>		
Sept 2	Criminological Theory and Research	<i>Web: Burfeind & Bartusch (2011:Ch. 1); Chapter 50</i>
4	Constructing Theory	<i>Web: Laub & Sampson (1991)</i>
Sept. 7	Labor Day Holiday	
9	Classical and Positivist Criminology	Chapters 1 & 2; <i>Web: Burfeind & Bartusch (2006:Ch. 7 – sections on Classical & Positivist Criminology)</i>
11	Using Academic Search Engines, Samantha Hines, Social Science Librarian – meet in the Buckhous Room, 2nd Floor of the Mansfield Library	
<u>SECTION II: FOCUSING ON THE INDIVIDUAL</u>		
14	Reference and Abstract of 8 Possible Articles for Literature Review Due	
14	Deterrence and Rational Choice Theory	Chapters 37 & 38; <i>Web: Paternoster (1989)</i>
16	Nature <i>and</i> Nurture	<i>Web: Plomin & Ashbury (2005)</i>
18	Biological Influences	Chapters 5
21	References for 5 articles to be used	
21	Individual Traits	Chapter 3
23	Personality	Chapter 6
25	Intelligence	<i>Web: Hirschi & Hindelang (1977)</i>
28	Developmental Criminology	Chapter 43 & 44
<u>SECTION III: SITUATIONAL ASPECTS</u>		
30	Situational Inducements; Techniques of Neutralization	<i>Web: Briar & Piliavin (1965); Chapter 11</i>
Oct. 2	Adverse conditions	<i>Web: McCarthy & Hagan (1992)</i>
5	Routine Activities	Chapter 39; <i>Web: Osgood et al (1996)</i>
7	Phenomenological Considerations	<i>Reserve: Katz (1988, Ch.1 & 2)</i>
<u>SECTION IV: SOCIAL RELATIONSHIPS</u>		
9	Social Bond	Chapter 20
12	Social Support	Chapter 49
14	Life-course Theory	Chapters 22 & 45
16	Self-Control	Chapter 21
19	Introduction, Outline, and Reference List Due – Peer Review	
21	Differential Association and Social Learning	Chapters 10 & 12

SECTION V: SOCIETAL FORCES

23	Social Disorganization	Chapter 7
26	Collective Efficacy	Chapters 8 & 9
28	Strain & Opportunity	Chapters 15 & 16
30	General Strain Theory	Chapter 19
Nov. 2	Crime and the American Dream	Chapter 18
4	Subculture	Chapter 13 & 14
6	Labeling	Chapter 24
9	First Draft of Literature Review Due – Peer Review	
11	Veteran’s Day Holiday	
13	Crime, Shame, and Reintegration	Chapter 25
16	2nd Draft of Literature Review Due – Peer Review	
18	Economic Conditions	Chapters 27 & 29
20	Age Structure	Reserve: Greenberg (1977)
23	Power-Control	Chapter 23
25 & 27	Thanksgiving Holiday	
30	Gender	Chapters 36, 33, & 34

SECTION VI: INTEGRATED THEORIES

Dec 2	Integrated Theory	Chapters 46 & 47
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SECTION VII: STUDENT PRESENTATIONS

4	Final Paper Due	
4, 7, 9, & 11	Student Presentations of Papers	

REFERENCES

Pdf on Burfeind’s Webpage

Briar, Scott and Irving Piliavin. 1965. “Delinquency, Situational Inducements, and Commitment to Conformity.” *Social Problems* 13:35-45.

Burfeind, James W. and Dawn Jeglum Bartusch. 2011. *Juvenile Delinquency: An Integrated Approach* (2nd edition). Sudbury, MA: Jones and Bartlett Publishers.

Hirschi, Travis and Michael J. Hindeland. 1977. “Intelligence and Delinquency: A Revisionist Review.” *American Sociological Review* 42:571-587.

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* 61:635-655.627.

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.

Plomin, Robert and Kathryn Ashbury. 2005. “Nature and Nurture: Genetic and Environmental Influences on Behavior.” *ANNALS of the American Academy of Political and Social Sciences* 600:86-98.

On Reserve in Seminar Room

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.