Texas A&M University-Commerce
COURSE SYLLABUS

CJ 530.01W – Seminar in Criminology
Spring 2024
January 16, 2024 – March 8, 2024

INSTRUCTOR INFORMATION

Instructor:	Dr. Willie Edwards, Professor
Office Location:	Ferguson Hall, Social Science Bldg., Rm 217
Office Hours:	Virtual by email
Office Phone:	(903) 886-5331
Office Fax:	(903) 886-5330
University Email Address:	willie.edwards@tamuc.edu
Preferred Form of Communication:	(email)
Communication Response Time:	(within twenty-four hours during the weekday)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbook(s) Required:

Ronald L. Akers, Christine S. Sellers, & Wesley G. Jennings. 7th edition, 2017. *Criminological Theories: Introduction, Evaluation, and Application.* Oxford University Press.
ISBN 9780190455163 (paperback)

Additional Readings:

Course Description

CJ530 - Crime & Criminology Catalog Description:
Hours: 3
This course examines crime and delinquency in America from several theoretical perspectives. This course provides an in-depth investigation into the major criminological theories that explain the causation, occurrence and development of criminal behavior. A wide spectrum of criminological theories are introduced and researched during this class.

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Course Design:
This course is completely online, so a student ought to be determined to make use of the computer (having a working personal computer) and commit the appropriate time to completing the assignments. In this class we will digest a large amount of reading material that focuses on crime (committed by a juvenile or adult), information that addresses the reasons for such behavior whether in books or professional journal research articles, and develop skills that allow us to analyze, discuss and critique the information we digest. It is the intention of the professor through this course to broaden the students' knowledge pool of information pertaining to the explanations of criminal behavior. The design of the course is not only to expose students to more and diverse information but also to cultivate individual skills that will allow a student to address/write on a number of ideas motivated or grounded in the reading of an assortment of literature. We will accomplish the addressing and writing through discussions, through limited summations, homework assignments, limited research papers and in the completion of an essay exam.

Student Learning Outcomes

Student Learning Outcomes (Core Competencies):
1. Student will be able to demonstrate critical thinking in reference to criminological theories introduced in the class and employ that skill to other criminological theories not introduced in this class
2. Student will be able to properly employ either the American Psychological Association (APA) or American Sociological Association (ASA) citation format
3. Student will display familiarity with criminological theories by being able to read and explain major ideas presented in professional research articles dealing with criminological theories

Student Learning Outcomes (Course Particular):
1. Student will be able to identify and summarize the theories or causalities of criminal behavior covered in this class
2. Student will be able to critique what he/she sees as the weaknesses and limitations of theories of criminal causation
3. Student will be able to summarize and analyze the contributions of the literature dealing with criminological theories

It will be essential that a student is able to understand, achieve and perform all of the core competencies and course particulars. Successfully achieving these outcomes will be evident in the student's overall grade result.

The emphasis on critical thinking is a core trait throughout this course and the entire Applied

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Criminology program. The qualities of a critical thinker are:
- Posses the ability to gather credible sources while also cultivating the skill to evaluate the information gathered
- An independent thinker and one who is willing to consider all points of view
- One who gathers an array of viewpoints, consider an argument from many angles and realizes there may not be a firm right or wrong, good or bad, or a simple dichotomy

The emphasis on course particular outcomes exists to serve as a measuring devise to ascertain whether the student has accomplished the goals of the class. It is essential that a student completing this class can demonstrate a certain degree of gained knowledge. Possessing the skills to demonstrate that a student understands the introduced criminological theories; that a student has learned how to critique and inquire about the focus of criminological theories; and can digest the professional literature that addresses criminological theories, is a major point of accomplishment established for the students enrolled in this class.

All class assignments are due based on Central Standard Time (CST). All assignments will be due on or by the designated date at 11:59pm (CST).

COURSE REQUIREMENTS

Minimal Technical Skills Needed

The class will use the D2L learning management system. Students in the class may be required to use or be able to perform tasks employing Microsoft Word, PowerPoint, and using presentation and graphics programs, etc.

Instructional Methods

All assignments posted into D2L (our online system) must be on time (in most cases 11:59pm) and on or before the last designated due date. There will be no exceptions, and excuses will not be tolerated. There will be no make-up assignments.

Methods of Evaluation:
(1) Initial Presentation (15 pts.,)
   Every student must introduce him- or herself by the second day (no later than 11:59pm, January 17, 2024) of class during Week One. This information will be entered as a discussion. Each student should provide the below information at the site of the assignment in Week One. Each student's presentation should cover the following information:
   - Name
   - Occupation/career and length of time
   - How this course is expected to help or aid your career, separate from the entire degree
   - Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
   - Describe how you expect this degree to enhance your career

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(2) Discussion (8 @ 20 pts. each, 160 pts.)
By performing this assignment, the student will accomplish Student Learning Outcomes # 1 & 3 of the Core competencies, and Student Learning Outcomes # 3 & 4 of the Course particular.

Each student is expected to participate in the Chapter discussion by responding to idea(s) presented by the professor. One discussion per week is required. The professor will post at least two statements or ideas reflecting some aspect of the chapter being studied for that week. **Discussions must be posted by Saturday of each week by 11:59pm, except for the eight week (the last week of class) the discussion will be due on Wednesday (March 6, 2024)**. There is a separate submission for each week's discussion. Students may post earlier than the absolute due date if desired, but no later than the identified dates below. Each Chapter Discussion will be worth 20 points each. Late discussions will not be read or graded. Please identify which discussion question or task you are responding to and write your name on the discussion:

- Chapter Discussions must be posted by 11:59pm on the following dates:
  - (Week One) January 20, 2024 (Saturday) Chapter 1, Introduction to Criminological Theory
  - (Week Two) January 27, 2024 (Saturday) Chapter 5 Social Learning Theory
  - (Week Three) February 3, 2024 (Saturday) Chapter 6 Social Bonding and Control Theories
  - (Week Four) February 10, 2024 (Saturday) Chapter 8 Social Disorganization Theory
  - (Week Five) February 17, 2024 (Saturday) Chapter 9 Anomie and Strain Theories
  - (Week Six) February 24, 2024 (Saturday) Chapter 14 Developmental and Life-Course Theories
  - (Week Seven) March 2, 2024 (Saturday) Chapter 2 Deterrence and Rational Choice Theories, & Chapter 7 Labeling and Reintegrative Shaming Theory
  - (Week Eight) March 6, 2024 (Wednesday) Chapter 15 Integrating Criminological Theories

- **Points to consider for maximum grade achievement:**
  - Posted discussions should be no less than 250 words.
  - Student must demonstrate he/she has read the chapter by employing criminological concepts and specifics from the chapter.
  - In the discussion student must demonstrate an understanding of the information in the chapter by addressing it in detail fashion. A superficial discussion will not receive the maximum grade earnable.
  - The discussion must be of graduate quality and contain detail information or analysis linking chapter material to critical appraisal of theories being presented.
  - If sources are used, then proper citations should be employed. If a source

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is used then a bibliography should also be provided.

(3) Research Article Exercise (4 @ 20 pts. each, 80 pts)
By performing this assignment, the student will accomplish Student Learning Outcome # 3 of the Core competencies, and Student Learning Outcomes # 1- 4 of the Course particular.

The professor will assign four research articles to be read, and a written exercise will be performed, spaced out over the eight weeks of the course. The research articles will be assigned during the middle three weeks of the course. These four research articles will be sent to the students all at one time (at the beginning of the session) as PDF files. These research articles will also be attached to this course website link. Students are encouraged to save or print a copy of the research articles until needed. All students are encouraged to give themselves time to read the assigned research articles.

This assignment will equal eighty points. The points will be achieved in this manner. For each research article assigned by the professor there are two questions constructed and already posted on the third, fourth, fifth, and sixth weeks. Students will select ONE of the questions/statements and answer or reply to it (writing a reply) which will be placed in the appropriate submission by Friday, 11:59pm of that same week. The submission assignment will be identified as Research Article 1, 2, 3, 4 consecutively. Late posting will not be accepted. Writing and posting a reply to the question/statement will earn the student a maximum of twenty (20) points each. Make sure your name is on each submitted assignment.

Research Question due in submission area
February 2, 2024 by 11:59pm
February 9, 2024 by 11:59pm
February 16, 2024 by 11:59pm
February 23, 2024 by 11:59pm

- **Points to consider for maximum grade achievement:**
  o Clarity of student's reply to task
  o Evidence student's answer reflects having read the article
  o Level of understanding of article as presented in reply written by student

(4) Research Article (selected by student) Summary (35pts.)
By performing this assignment, the student will accomplish Student Learning Outcome # 2, and Student Learning Outcomes # 1- 4 of the Course particular.

Students are provided a format which must be used to summarize a research article selected by each individual student. The format for this assignment is attached to this class syllabus as Attachment A. This research article must pertain to one of the criminological theories studied in this class. The summary is due on the date identified below by 11:59pm and must be placed in the appropriate submission area marked "Research Article Student Selected."

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Research Article (selected by student) Summary due by February 25, 2024, by 11:59pm (Sunday).

- **Points to consider for maximum grade achievement:**
  o Format of summary followed as required
  o Pertinent details of article present/presented
  o Clarity exists in student's writing

(5) Research Paper (60 pts.)
By performing this assignment, the student will accomplish Student Learning Outcome # 2, and Student Learning Outcomes # 1- 4 of the Course particular.

Each student must type a research paper with a minimum page count of seven pages - not including the title page and bibliography. The paper will consist of the following:
1. title page
2. body
3. bibliography
The title page must include: the student's name, the title of the paper, the course title and date. The title page is not to be numbered, nor does it count towards enumerating the other pages.

The body of the paper should be about seven pages, in font size 12, Times New Roman, double-spaced with one-inch margins all around. **There should be NO running headline placed on each page.** The presentation, organization and quality of the paper, taking into consideration grammar and mechanics will impact the grade received. Refer to the "maximum grade achievement" (Attachment B) in terms of how to achieve the maximum points available.

The bibliography should contain at least five resources. These resources should be peer-reviewed professional research articles, and scholarly books. **I discourage the use of "website" writings.** Journal articles (peer-reviewed professional research articles) that appear in print and are later reproduced full-text on the Internet do NOT count as a website; **by "website" it is material written for an internet site, not merely reproduced there. If there is a dilemma about a source, please check with the professor.**

The research paper should focus on some aspects of a criminological theory, an area of crime, criminal data, or any area that the class has addressed or will address. Students are encouraged to employ their imagination in developing the paper. Students are encouraged to develop a topic that interests them, not to simply write a paper just to satisfy achieving a grade. Here is where critical thinking can be employed.

The research paper will be due by February 28, 2024 (Week Seven) by 11:59pm (Wednesday). The research paper should be placed in the appropriate submission area.

For maximum point achievement: See Attachment B.

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(6) Essay Test (100 pts.)
By performing this assignment, the student will accomplish Student Learning Outcome # 1, and Student Learning Outcomes # 1- 2 of the Course particular.

Students will sign into the course during Week eight (March 4 - 7, 2024; test available) and take the essay exam. This test must be completed and placed **in the appropriate submission area by March 7, 2024, by 11:59pm**. Late work will not be accepted. This exam will also cover the class material presented to the student or read by the student during these eight weeks. The importance of this test is that students will be able to write their thoughts and demonstrate that they are able to apply and draw inference from what they have studied in this course. This essay exam will cover the same chapters as mentioned for the objective test, Chapters 1, 2, 5, 6, 7, 8, 9, 14 & 15.

(7) Objective Test (100 pts.)
By performing this assignment, the student will accomplish Student Learning Outcome # 1, and Student Learning Outcomes # 1- 2 of the Course particular.

Students will sign into the course during Week eight (March 4 -9, 2024; test available) and take the objective test over the entire course material that has been covered during the class. Students will be responsible for the following chapters on this objective test:
>Chapter 1, Introduction to Criminological Theory
>Chapter 2, Deterrence and Rational Choice Theories
>Chapter 5, Social Learning Theory
>Chapter 6, Social Bonding and Control Theories
>Chapter 7, Labeling and Reintegrative Shaming Theory
>Chapter 8, Social Disorganization Theory
>Chapter 9, Anomie and Strain Theories
>Chapter 14, Developmental & Life-Course Theories
>Chapter 15, Integrating Criminological Theories

The student will have two hours to complete the objective test which will consist of one hundred multiple choice questions. **The test must be completed by 11:59pm on March 9, 2024.** The test will close at 11:59pm and students will not be able to enter the test after that time. This test will be more application and inference rather than simple recall type questions.

Student Responsibilities or Tips for Success in the Course

Students should plan to regularly log onto the course website. Students should be very aware of their study habits and how much time they should commit to each class, the amount of weekly study time and participation time will impact your degree of success.

In addition, here are some other points to consider:

Tips on How to be successful in this Class:
1. Students must commit serious time to reading the textbook, and other assigned readings.
2. Student should ask questions of the professor if there is any information, he/she does not

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understand.

3. Students should regularly attend class.
4. Students should take good, clear and understandable notes from the lectures.
5. Students must commit a serious amount of time to preparation for the exams.
6. Students must make the most of the "easy" grades, so they help to balance or soften the more difficult grades.

GRADING

Grading Information

Course Possible Points:

1 Initial presentation	=	15pts
8 Chapter Discussions @ 20pts each	=	160pts
4 Research article exercises @ 20pts each	=	80pts
1 Research Paper	=	60pts
1 Research article summary	=	35pts
1 Objective Exam	=	100pts
1 Essay Exam	=	100pts
		550pts total

Grading Scale:

A	=	550 - 495 pts
B	=	494 - 440 pts
C	=	439 - 385 pts
D	=	384 - 330 pts
F	=	329 and below

Assessments

All class assessments are connected to one or more Student Learning Outcomes:

1. By performing the Discussion assignment the student will accomplish Student Learning Outcomes # 1 & 3 of the Core Competencies, and Student Learning Outcomes # 3 & 4 of the Course particular.
2. By performing the Research Article assignment the student will accomplish Student Learning Outcome # 3 of the Core Competencies, and Student Learning Outcomes # 1- 4 of the Course particular.
3. By performing the Student Selected Chapter Review assignment the student will accomplish Student Learning Outcome # 3 of the Core Competencies, and Student Learning Outcomes # 1- 4of the Course particular.
4. By performing the Research Paper assignment the student will accomplish Student Learning Outcome # 2, and Student Learning outcomes # 1- 4 if the Course particular.
5. By performing the Research Article (selected by student) assignment the student will accomplish Student Learning Outcome # 2 and Student Learning Outcomes # 1- 4 of the Course particular.
6. By performing the Essay and Objective Tests assignments the student will accomplish Student Learning Outcome # 1, and Student Learning Outcomes # 1-2 of the Course particular.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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Interaction with Instructor Statement

Contact of Professor:
Students wishing to contact the Professor should visit his office during the stated office hours or make an appointment. Students may also contact the Professor using the office telephone number or the email, both are provided on the first page of this class syllabus.

Research Assistance:
For research assistance, students should contact: Reference Librarian at V. Waters' Library Room 218; 903-886-5719 www.tamuc.edu/library.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Class Policy:
This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously. Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing or removal) of resource material.

Sites that address plagiarism and how to avoid it: http://www.plagiarism.org or http://www.unc.educ/depts/wcweb/hanouts/plagiarism.html.

A student may drop a course by logging into their MYLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the MYLEO section of the Web page.

It is the student's responsibility to be aware of the rules or policies relating to withdrawal or "X." You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

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learning environment that provides reasonable accommodation for their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination based on sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling

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Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

COURSE OUTLINE / CALENDAR

Course Content Schedule – CJ 530.01W – Summer II 2022

Week One – January 16 – 21, 2024

Chapter 1 – Introduction to Criminological Theory

Initial Presentation due by January 17, 2024, by 11:59pm (Tuesday)

Chapter 1 Discussion must be posted by January 20,2024, by 11:59pm (Saturday)
  Week One Discussion Question (**select only one** of which to post answer)
  1. Criminological theories are systematically developed statements that explain some consistency or identifiable connection between variables (behavior in our case of studying crime or criminal behavior). Your task is to discuss as the author has introduced the differences between structural and social processes theories. Elaborate on theories, which theories can fit in each category and why. Are there any theories that may fit into both categories?
  2. Discuss, as we have read chapter one, what appears to be the importance of empirical validity and application of theory to policy making?

Week Two – January 22 – 28, 2024

Chapter 5 – Social Learning Theory

Chapter 5 Discussion must be posted by January 27, 2024 by 11:59pm (Saturday)
  Week Two Discussion Question (**select only one** of which to post answer)
  3. There is a great deal of similarity and some differences between Sutherland's differential association theory and Akers' differential reinforcement theory, especially since both are declared or identified as social learning theories. Discuss the difference and similarities between these two theories and emphasize the social interaction that each theory points out.
  4. In this chapter an interesting discussion takes place about the selection and socialization in peer association as it relates to delinquent development. Succinctly describe the occurrence here between selection and socialization, while sharing your overall perspective of this aspect of how delinquency develops.

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Week Three – January 29, - February 4, 2024

Chapter 6 – Social Bonding and Control Theories

Research Article # 1 Exercise (answer due) February 2, 2024, by 11:59pm (Friday)
Gongaware & Dotter (2005). Developing the criminal self: Mead's social psychology and Sutherland's differential association. *Sociological Spectrum. 25*( ), 379-402.

Select only one of the below research article questions to answer, place in appropriate submission titled Research Article # 1 Exercise:

A. The authors (Gongaware and Dotter) presented a usual thought as they attempted to connect or explain the development of a "criminal self," using Mead's development of self (role taking, gaming and generalized others) and Sutherland's differential association. What idea or statement from the article provides (for you) the best insight into how these two theories connected can produce an explanation for the development of the "criminal self?" Be detail, identify a specific statement or area/idea of the article that provide this information (to) for you. You may have to provide a quote and stated page number to answer this task.

B. After reading the article take the following statement and explain why either a "criminal self" or a non-criminal self may be developed (use the following statement to explain this idea: "... while the number of contacts is important, it is the quality of the interactions, and the internal process of translating those contacts into behaviors through the self, which makes the [the contacts] important" (Gongaware and Dotter 2005, p. 396).

Chapter 6 Discussion must be posted by February 3, 2024, by 11:59pm (Saturday)
Week Three Discussion Question (**select only one** of which to post answer)
5. After reading Chapter Six discuss why and/or how techniques of neutralization, containment theory, social bonding, and self-control theories are seen or placed within the social control paradigm or category. Emphasize the control variable or segment that each theory addresses. Do not simply describe each different theory but discuss how each theory plays on or emphasizes the control aspect.
6. Although Sykes and Matza used the concept "subterranean values," all the control theories to some extent appeared to have an area or reason as to why social control may have been or become weakened. How were "subterranean values" explained and use that thought to discuss how middle and affluence class persons may also commit or participate in illegal or deviant behavior. Be sure to describe subterranean values clearly, using some of your own words may be impressive.

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Week Four – February 5 – 11, 2024

Chapter 8 – Social Disorganization Theory

Research Article # 2 Exercise (answer due) February 9, 2024, by 11:59pm (Friday)
  Robert Agnew (2013). When criminal coping is likely: An extension of general strain
  theory. *Deviant Behavior, 34*( ), 653-670.

  Select only one of the below research article questions to answer, place in appropriate
  submission titled Research Article # 2 Exercise:
  A. Based on Agnew's article, criminal coping is not an automatic coping
     strategy. Although it is very involved, and you may not go too in-depth,
     but what can you identify in the article that supports the idea that although
     criminal coping does occur there are conditions, other variables (personal
     and social environment related), and characteristics that appear to have to
     occur or be present for criminal coping to be applied or adopted?

  B. What is the basis of Robert Agnew's general strain theory and that of Robert
     Merton (anomie, strain, modes of adaptation)? With that understanding being
     established, can you explain how criminal coping or deviant behavior may be
     a selected resolution to the strain or stressor(s) being experienced by an
     individual?

Chapter 8 Discussion must be posted by February 10, 2024 by 11:59pm (Saturday)
  Week Four Discussion Question (**select only one** of which to post answer)
  7. Explain how urban ecology, economic conditions, and ineffective informal social
     control contribute to the explanation ability of social disorganization (in reference to
     crime rate and occurrence). Be succinct in your discussion.
  8. How was the concept "collective efficacy" explained by Sampson (p. 173), then use
     that concept to explain or describe how social disorganization can exist (or not)
     within a certain community/neighborhood.

Week Five – February 12 - 18, 2024

Chapter 9 - Anomie, and Strain Theories

Research Article # 3 Exercise (answer due) February 16, 2024, by 11:59pm (Friday)
  Restivo & Lanier (2015). Measuring the contextual effects and mitigating factors of
  labeling theory. *Justice Quarterly,* 32(1), 116-141.

  Select only one of the below research article questions to answer, place in appropriate
  submission titled Research Article # 3 Exercise:
  A. The first part of the task is to describe the premise or thesis of the labeling
     theory. After that describe, based on the article ("Measuring the contextual
     effects..."), the purpose of the present research study and in the process

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elaborate on the findings/results of the study.

    B. Describe the three mediating variables and what is their importance or impact on future deviant or delinquent behavior? In the process elaborate on which mediating variable has the strongest or most significant impact, and explain how you determined that significance.

Chapter 9 Discussion must be posted by February 17, 2024, by 11:59pm (Saturday)
  Week Five Discussion Question (**select only one** of which to post answer)
9. Strain theory, regardless of whether it's Merton's anomie or Agnew's general strain, appears to contribute much to the explanation of criminal behavior. Take both theories and contrast their contribution(s) to understanding the commitment of criminal behavior.
10. "Anomic structural condition is said to produce a strain on those within the system; one or more of the ways people adapt to that strain takes the form of criminal or deviant behavior" (p. 182-83). Interpret this statement, describe or point out the importance of what it is addressing here in reference to what structural type of conditions promote or encourage such mentioned behavior. Clarity of idea(s) is necessary.

Week Six – February 19 - 25, 2024

Chapter 14 Developmental and Life-Course Theories

Research Article # 4 Exercise (answer due) February 23, 2024, by 11:59pm (Friday)
  Alex R Piquero. 2015. What we know and what we need to know about developmental and life-course theories. *Australian & New Zealand Journal of Criminology. 48*(1), 336-344.
  Select only one of the below research article questions to answer, place in appropriate submission titled Research Article # 4 Exercise:
A. What do you understand about Developmental Life-Course (DLC) theories after reading the research article by Alex Piquero?

B. Which group (LCP or AL) offenders would you identify as the group that law enforcement likely has the most activity or interaction with, in reference to criminal activity and explain why, based on what developmental life-course theories have determined or professed?

Chapter 14 Discussion must be posted by February 24, 2024, by 11:59pm (Saturday)
  Week Six Discussion Question (**select only one** of which to post answer)
11. From what you know about Developmental and Life-Course (DLC) theories, what is being inferred within this statement or identify the thought held in this statement: "collectively, DLC theories and the resultant empirical research point toward the importance of early prevention and intervention strategies" (p. 303)?

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12. Specifically explain the **age-crime curve** idea as mentioned in this Chapter 14. Be detailed and simply repeating (copying) the statement from the textbook will earn you minimum points.

Research Article (selected by student) summary due February 25, 2024, by 11:59pm (Sunday)
- **Points to consider for maximum grade achievement**
  - format of summary followed as required
  - pertinent details of article present/presented
  - clarity exist inn student's writing

Week Seven – February 26, - March 3, 2024

Chapter 2 – Deterrence and Rational Choice Theories
Chapter 7 – Labeling and Reintegrative Shaming Theory

Chapter 2 & 7 Discussion must be posted by March 2, 2024, by 11:59pm (Saturday)
Week Seven Discussion Question (**select only one** of which to post answer)
13. Based on our textbook authors' comments in reference to research on deterrence, and other available sources, discuss how useful deterrence is to stopping or reducing the volume of crime.
14. Having studied the labeling theory, now discuss how and why some researchers (i.e., Smith and Paternoster 1990, p. 152) suggest that the impact of labeling may really represent a "deviance-amplification model."

Research paper due February 28, 2024, by 11:59pm (Wednesday)

Week Eight – March 4 – 9, 2024

Chapter 15 – Integrating Criminological Theories

Chapter 15 Discussion must be posed by March 6, 2024, by 11:59pm (Wednesday)
Week Eight Discussion Question (**select only one** of which to post answer)
15. After digesting the various models of integrating criminological theories and being introduced to the goal of life-course criminology, your task is to discuss the possible connections or areas of similar thoughts found between these two ideological presentations. Do not simply discuss the two separate ideas found or formulated in both camps but discuss where the two criminogenic orientations follow parallel ideas. Discuss what you see as the advantages and disadvantages of employing an integrated explanation of criminal behavior. Be specific in employing ideas presented by the authors, this will also call for some inference based on your reading.
16. What is your professional thought about this chapter on integrated criminological theories, does it (the chapter) or theories offer a worthwhile insight to an explanation of criminal behavior, and/or can you follow the various integrated theories

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usefulness? Personal opinions need to be tempered with some professional or textbook support.

Essay Test available March 4 -7, 2024, must be completed by March 7, 2024 by 11:59pm (Thursday)

Objective Test available March 4 -9, 2024, must be completed by March 9, 2024, by 11:59pm (Saturday)

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Attachment A: Instructions for Research Article Summary Selected by Students

Instructions for writing Research Article Summary Exercise

Naturally, you want to provide the bibliographical information of the research article first. Place this at the top of the page (center it) and it should contain the following information (AP{A style):

Name of author(s)
Year of publication
Title of Article
Title of Journal
Volume(issue number), complete number of pages.

For Example
Volkan Topalli. 2005. When being good is bad: An expansion of neutralization theory.
Criminology, 43(3), 797-827.

Now, proceed to summarize the article:

Focus, Purpose or Goal of Article
1. Make sure you describe the focus, purpose, or goal of the article. These should all be the same. To make this easier to read, students should use these headings.

Sample
2. If a sample was used in the research, then describe the sample and identify how it was collected or selected. If the article is a theoretical piece, then there will be no sample and if that is the case then simply omit this area.

Findings
3. Describe the finding(s) of the research. What was the author(s) able to establish from the research should be described, discussed here.

Conclusion
4. What conclusions did the author(s) draw or write in the article? So, make this a conclusion session which should be different from the findings.

Article's Application
5. In your last paragraph (or more if needed) develop a statement (brief discussion) of how this article fits into the understanding of the focus of the class, crime profiling. Relate the article/research to what we have talked about during this semester, criminological theory.

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Attachment B: Points to consider for maximum grade achievement on Research Paper

	60 – 50 points	49 – 35 points	34 or below points
	Very Good	Moderate	Poor/ Weak
Thesis / Argument	Clearly describes central issues or thesis Develops thesis with supporting arguments Well argued Critiques, compares multiple perspectives Interesting, original, thought provoking	General, weak thesis Straight-forward, somewhat simple arguments Thesis gets lost in paper Aware of only one perspective	Thesis or central themes unclear Central themes not explained from the beginning Poor arguments, little critical thinking
Organization			
Introduction	Clear thesis/ main themes Organization stated	Topics noted	Thesis unclear Organization unclear
Body	Makes substantiating arguments in support of thesis or main theme Connects and synthesizes complex ideas Detailed, with citations	Little organizational continuity Disjointed General, unspecific Little use of reading sources	No clear organization Repetitive Lacks detail No Citations
Conclusion	Draws conclusions about the argument Briefly summarizes body	A Summary; no conclusions Summary digressed from argument	Conclusion missing Summary unrelated to central argument
Evidence	Thorough, Detailed, Specific Numerous examples from reading and lecture materials	Moderate use of supporting evidence and examples Try to be more detailed and specific	Repetitive, General, Simplistic Incorrect examples, false data
Sources/ Citations	Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations	Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias	Little use of assigned reading sources or outside research No citations Need Works Cited page Plagiarism! **(automatic F)**
Language /Mechanics Rhetorical Quality Grammar/ Spelling	Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct spelling No contractions	General, unspecific writing Awkward grammar, some grammatical errors Some spelling errors Use of conjunctions	Unclear, awkward, repetitive language

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