

**Syllabus**  
**CJ 7311**  
**Advanced Criminological Theory**  
**Texas State University**  
**Spring, 2015**  
**T 6:30-9:20 Hines Ground Floor Conference Room**

Instructor: Dr. Mark Stafford  
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Office Hours: T 4:00-5:00 and by appointment  
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**Course Description**

This course offers an overview of the major theories about the causes of crime and deviant behavior. The course includes consideration of theory construction, theory testing, and theoretical integration as they apply to theories of crime causation, and links between these theories and criminal justice policies.

**Course Objectives**

Students who successfully complete this course will be able to demonstrate knowledge regarding:

- (1) the logic and content of the major theories about the causes of crime and deviant behavior;
- (2) empirical tests of these theories;
- (3) unresolved problems/issues with these theories and how to examine them empirically; and
- (4) the links between the theories and criminal justice policies.

**Course Requirements**

Course requirements are as follows:

- (1) Write five papers. Each paper should be about five typed, double-spaced pages and will count for 10% of the course grade. In each paper, you will (a) summarize the logic/content of a major theory about the causes of crime and deviant behavior and (b) provide an assessment of the overall predictive accuracy of the theory according to empirical tests. The summary part of the paper should be no more than two pages in length, with the rest of the paper being the assessment. The first paper will be on either deterrence or differential association/social learning theory and will be due on February 10th. The second paper will be on either social control (bonding) or self-control theory and will be due on February 24th. The third paper will be on either situational action or life/course developmental theory and will be due on March 24th. The fourth paper will be on either social disorganization/collective efficacy, anomie/institutional anomie, or general strain theory and will be due on April 7th. The fifth paper will be on either lifestyle/routine activity or labeling/reintegrative shaming theory and will be due on April 21st. Late papers will be penalized one letter grade. The papers should be written in APA format.
- (2) There will be two examinations that will consist of short-answer questions requiring a thorough understanding of the readings and lecture materials. You will be asked on each examination to define/discuss key concepts (e.g., social disorganization)/principles (e.g.,

principle of differential association) in theories about the causes of crime and deviance. The first will be a take-home examination that will be distributed at the end of class on March 3rd and will be due on March 10th. The first examination will count for 20% of the course grade. The second examination will be comprehensive and count for 30% of the course grade. It will be an in-class examination conducted on April 28.

(3) Class attendance and participation are mandatory.

### **Grading**

Five papers, 100 points each

First examination, 100 points

Second examination, 100 points

To compute weighted point total:

(1) Multiply points for each paper by .1 (each paper counts for 10% of course grade).

(2) Multiply points for the first examination by .2 (the first examination counts for 20% of course grade).

(3) Multiply points for the second examination by .3 (the second examination counts for 30% percent of course grade).

(4) Add points from (1), (2), and (3) above.

Conversion of weighted point total to letter grade:

90-100 – A

80-89 - B

70-79 - C

60-69 - D

59 or less – F

### **Policies**

I will discuss appropriate accommodations that you may require as a student with a disability. Before accommodations will be made, you may be required to provide proper documentation.

### **Texas State University Honor Code**

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

**WE ARE CONSCIENTIOUS.** We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

**WE ARE RESPECTFUL.** We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

**WE ARE HONEST.** We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

## ADDRESSING ACTS OF DISHONESTY

Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

The policies and procedures regarding Honor Code violations are outlined at <http://www.txstate.edu/effective/upps/upps-07-10-01.html>.

### Required Readings

All required readings are available on TRACS.

### Schedule and Required Readings

#### January 20 Introduction and Metatheory

- (1) Robert Agnew's "Determinism, Indeterminism, and Crime," *Criminology*, 1995.
- (2) Daniel Mears and Mark Stafford's "Central Analytical Issues in the Generation of Cumulative Sociological Knowledge," *Sociological Focus*, 1992.
- (3) Mark Stafford and Daniel Mears' "Causation, Theory, and Policy in the Social Sciences," in *Emerging Trends in the Social and Behavioral Sciences*, in press.

#### January 27 Deterrence

- (1) Greg Pogarsky et al.'s "Modeling Change in Perceptions about Sanction Threats," *Journal of Quantitative Criminology*, 2004.
- (2) Alicia Sitren and Brandon Applegate's "Testing the Deterrent Effects of Personal and Vicarious Experience with Punishment and Punishment Avoidance," *Deviant Behavior*, 2007.
- (3) Mark Stafford and Mark Warr's "A Reconceptualization of General and Specific Deterrence," *Journal of Research in Crime and Delinquency*, 1993.
- (4) Christopher Watling et al.'s "Applying Stafford and Warr's Reconceptualization of Deterrence Theory to Drug Driving," *Accident Analysis and Prevention*, 2010.

#### February 3 Differential Association/Social Learning

- (1) Ronald Akers et al.'s "Social Learning and Deviant Behavior," *American Sociological Review*, 1979.
- (2) Raymond Paternoster et al.'s "The Causal Impact of Exposure to Deviant Peers," *Journal of Research in Crime and Delinquency*, 2012.
- (3) Daniel Ragin's "Revisiting 'What They Think,'" *Criminology*, 2014.
- (4) Gregory Zimmerman and Bob Vasquez's "Decomposing the Peer Effect on Adolescent Substance Use," *Criminology*, 2011.

#### February 10 First Paper Due

**February 10 Social Control (Bonding)**

(1) Jeffrey Bouffard and Stephen Rice's "The Influence of the Social Bond on Self-Control at the Moment of Decision," *American Journal of Criminal Justice*, 2011.

(2) Travis Hirschi's "On the Compatibility of Rational Choice and Social Control Theories of Crime," in *The Reasoning Criminal*, 1986.

(3) Machteld Hoeve et al.'s "The Relationship between Parenting and Delinquency," *Journal of Abnormal Child Psychology*, 2009.

**February 17 Self-Control**

(1) Olena Antonaccio and Charles Tittle's "Morality, Self-Control, and Crime," *Criminology*, 2008.

(2) Harold Grasmick et al.'s "Testing the Core Empirical Implications of Gottfredson and Hirschi's General Theory of Crime," *Journal of Research in Crime and Delinquency*, 1993.

(3) Carter Hay and Walter Forrest's "The Development of Self-Control," *Criminology*, 2006.

(4) Travis Hirschi and Michael Gottfredson's "In Defense of Self-Control," *Theoretical Criminology*, 2000.

**February 24 Second Paper Due**

**February 24 Situational Action**

(1) Owen Gallupe and Stephen Baron's "Morality, Self-Control, Deterrence, and Drug Use," *Crime and Delinquency*, 2010.

(2) Per-Olof Wikstrom and Robert Svensson's "When Does Self-Control Matter?" *European Journal of Criminology*, 2010.

(3) Per-Olof Wikstrom and Kyle Treiber's "The Role of Self-Control in Crime Causation," *European Journal of Criminology*, 2007.

(4) Per-Olof Wikstrom and Kyle Treiber's "Violence as Situational Action," *International Journal of Conflict and Violence*, 2009.

**March 3 Life Course/Developmental**

(1) Terrie Moffitt's "Adolescence-Limited and Life-Course-Persistent Antisocial Behavior," *Psychological Review*, 1993.

(2) Edward Mulvey et al.'s "Trajectories of Desistance and Continuity in Antisocial Behavior Following Court Adjudication among Serious Adolescent Offenders," *Development and Psychopathology*, 2010.

(3) Daniel Nagin and Richard Tremblay's "Developmental Trajectory Groups," *Criminology*, 2005.

(4) Robert Sampson and John Laub's "A Life-Course View of the Development of Crime," *Annals of the American Academy of Political and Social Science*, 2005.

**March 3 Take-Home Examination Distributed**

- March 10      Social Disorganization/Collective Efficacy**  
(1) Candice Odgers et al.'s "The Protective Effects of Neighborhood Collective Efficacy on British Children Growing Up in Deprivation," *Developmental Psychology*, 2009.  
(2) Robert Sampson and Byron Groves' "Community Structure and Crime," *American Journal of Sociology*, 1989.  
(3) Robert Sampson et al.'s "Civil Society Reconsidered," *American Journal of Sociology*, 2005.

**March 10      Take-Home Examination Due**

**SPRING BREAK MARCH 15-22**

**March 24      Third Paper Due**

- March 24      Anomie/Institutional Anomie**  
(1) Eric Baumer's "Untangling Research Puzzles in Merton's Multilevel Anomie Theory," *Theoretical Criminology*, 2007.  
(2) Mitchell Chamlin and John Cochran's "An Evaluation of the Assumptions that Underlie Institutional Anomie Theory," *Theoretical Criminology*, 2007.  
(3) Robert Merton's "Social Structure and Anomie," *American Sociological Review*, 1938.  
(4) Travis Pratt and Francis Cullen's "Assessing Macro-Level Predictors and Theories of Crime," in *Crime and Justice*, 2005.

- March 31      General Strain**  
(1) Robert Agnew's "Dire Forecast," *Theoretical Criminology*, 2011.  
(2) Ekaterina Botchkovar et al.'s "General Strain Theory," *Criminology*, 2009.  
(3) Giacinto Froggio and Robert Agnew's "The Relationship between Crime and 'Objective' versus 'Subjective' Strains," *Journal of Criminal Justice*, 2007.  
(4) Wesley Jennings et al.'s "Gender and General Strain Theory," *Journal of Criminal Justice*, 2009.

**April 7        Fourth Paper Due**

- April 7        Lifestyle/Routine Activity**  
(1) Martin Andresen's "A Spatial Analysis of Crime in Vancouver, British Columbia," *The Canadian Geographer*, 2006.  
(2) Lawrence Cohen and Marcus Felson's "Social Change and Crime Rate Trends," *American Sociological Review*, 1979.  
(3) Elizabeth Groff's "Simulation for Theory Testing and Experimentation," *Journal of Quantitative Criminology*, 2007.  
(4) Danielle Reynald's "Factors Associated with the Guardianship of Places," *Journal of Research in Crime and Delinquency*, 2011.

**April 14**

**Labeling/Reintegrative Shaming**

- (1) Jon Bernburg et al.'s "Official Labeling, Criminal Embeddedness, and Subsequent Delinquency," *Journal of Research in Crime and Delinquency*, 2006.
- (2) Andy Hochstetler et al.'s "That's Not Who I Am," *Justice Quarterly*, 2010.
- (3) Akiva Liberman et al.'s "Labeling Effects of First Juvenile Arrests," *Criminology*, 2014.
- (4) Lonnie Schaible and Lorine Hughes' "Crime, Shame, Reintegration, and Cross-National Homicide," *The Sociological Quarterly*, 2011.

**April 21**

**Fifth Paper Due**

**April 21**

**Biology**

- (1) J.C. Barnes et al.'s "Examining the Genetic Underpinnings to Moffitt's Developmental Taxonomy," *Criminology*, 2011.
- (2) Diana Fishbein's "Biological Perspectives in Criminology," *Criminology*, 1990.
- (3) John Wright and Kevin Beaver's "Do Parents Matter in Creating Self-Control in Their Children?" *Criminology*, 2005.
- (4) John Wright et al.'s "Lombroso's Legacy," *Journal of Criminal Justice Education*, 2008.

**April 28**

**In-Class Examination**