



COURSE SYLLABUS

CJ530: Seminar in Criminology

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Ronald L. Akers & Christine s. Sellers, 6th edition, 2012 *Criminological Theories: Introduction, Evaluation, and Application*. Oxford University Press.

Optional

Other materials/readings as assigned will be posted in DocSharing in eCollege.

Course Description

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.

Prerequisites

Please note that prerequisites for this course include 501, 531, and 568. Students who are registered for this class and who do not meet the prerequisites should contact Dr. Melinda Schlager, the Director and Advisor of the MS in Applied Criminology program.

Student Learning Outcomes

At the end of the course the student will be able to:

- Identify and summarize the theories or causalities of criminal behavior covered in this class
- Critique what he/she sees as the weaknesses and limitations of theories of criminal causation

- Summarize and analyze the contributions of the literature dealing with criminological theories

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Each week/unit starts on Monday and ends on Saturday. 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).

Introduction: (1 Introduction post—not graded)

Every student must introduce him- or herself by the second day (no later than 11:59PM CST) of class during Week One. This information will be entered as a threaded discussion. 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

Student Communication

- In an online class it is not easy or effortless for students to communicate with each other. In fact, students may have to go out of their way to communicate with one another. Usually the communication is between the student and professor. I want to encourage student-to-student communication. Therefore, a student will be able to earn up to 15 points during the entire course when he/she participates in Student Communication.
- Each week a student should post a comment pertaining to some ideas associated with the chapter being read, discussed, and studied for that specific week by posting a comment under the heading of Student Communication. It will be necessary for the student to post the relevant comment between Sunday and Thursday, no later than 11:59pm of that Thursday if he/she expects to earn any points for the posting during that week. Worth 15 points

- Comments should be relevant and demonstrate that the student is reading or has read the chapter and appear to be familiar with the information in that specific chapter on which he/she is commenting. Comments need not be of any particular length or number of words. Comments should be thought provoking. Comments could be a question of a thought or idea presented in the chapter, a challenge of ideas as presented by the author or a simple observation about the theory or information being presented in the chapter for that week.

Discussion (SLO 3& 4)

- Each student is expected to participate in the Chapter discussion by responding to ideas(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. Students may post earlier than the absolute due date if desired, but no later than the identified dates below. Where there are two chapters per week the student must only discuss one statement or idea of either chapter (do not discuss on both chapters).
- Each Chapter Discussion will be worth 20 points each. Late discussions will not be read or graded.
- Please post Chapter Discussion in appropriate **dropbox**.

Research Article Exercise (SLO 1-4)

- The professor will assign three research articles to be read, and a written exercise will be performed, spaced out over the five weeks of the course. Actually, the research articles will be assigned during the middle three weeks of the course. These three 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 at document sharing. 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 to sixty 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 for the second, third and fourth 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 dropbox by Friday, 11:59pm of that same week. **The dropbox (name of assignment) will be identified as Research Article 1, 2, 3, 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.

Chapter Outline of Designated Chapter (SLOs 1-4)

- Each student must develop an outline of ONE of the following chapters. These will be chapters not covered by the professor either in lecture notes, power point or any fashion. Those chapters which a student may develop an outline of are:
 - Chapters 3 - Biological and Biosocial Theories
 - Chapter 4 - Psychological Theories
 - Chapter 10 - Conflict Theory
 - Chapter 12 - Radical and Critical Theories
 - Chapter 13 - Feminist Theories
- Please select only ONE chapter of which to develop an outline. The purpose of this exercise is to expose the student to the information within the chapter, and to indirectly require the student to become familiar with the theories within that chapter he/she selected to outline. The outline should be a **sentence outline**, not a topic outline. Only highpoints, important points, or points that provide the most understanding of the theory(ies) in the selected chapter should be placed in the outline.
- **The Chapter Outline will be due by January 30, 2014 by 11:59pm. Please place in appropriate dropbox titled Chapter Outline. (45 pts.)**

Example of Outline:

I.

A.

1.

2.

II.

B.

1.

III.

C.

1.

2.

3.

Research Paper (SLOs 1-4)

- Each student must type a research paper with a minimum page count of five 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, a 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. The presentation, organization and quality of the paper, taking in consideration grammar and mechanics will impact the grade received. Refer to the "maximum grade achievement" 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 aspect 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 Friday of Week Five by 11:59pm.**
- The research paper should be placed in the appropriate dropbox. **(50 pts.)**

Research Article Summary (SLOs 1-4) (selected by student) (30pts.)

- 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 B. See page 17. This research article must pertain to one of the criminological theories studied in this class.
- **Research Article (selected by student) Summary due by February 4, 2014, by 11:59pm,** and must be placed in the appropriate dropbox marked "Research Article Student Selected."

Essay Test (SLO 1 & 2)

- Students will sign into the course during Week Five (February 12-14, 2014) and take the essay exam. This test must be completed and placed in the appropriate dropbox by February 14, 2014 by 11:59pm. 100 pts.
- 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 five 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, 5, 6, 8, 2, 7, & 12.

Objective Test (SLOs 1&2)

Students will sign into the course during Week Five (February 15, 2014) 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 Theory
- Chapter 5, Social Learning Theory
- Chapter 6, Social Bonding and Control Theories
- Chapter 7, Labeling and Reintegrative Shaming Theory
- Chapter 8, Social Disorganization Theory, Social Structure, Communities and Crime
- Chapter 9, Anomie and Strain Theories
- Chapter 14, 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 February 16, 2014. 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. 100 points

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Initial Presentation	1	15	15
Chapter Discussions	5	20	100

Research article exercises	3	20	60
Chapter Outline	1	45	45
Research Paper	1	50	50
Research Article Summary	1	30	30
Objective Exam	1	100	100
Essay Exam	1	100	100
		Total Point	500

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course. Total points possible for the term = 500.

500-450 = A
449-400 = B
399-350 = C
349-300 = D
299 and below = F

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to the following link:

<http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or go to the following link: helpdesk@tamuc.edu. Once you log in to eCollege, click on My Courses and select CJ 530 – Seminar in Criminology.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Course Navigation

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Students should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are considered important to your understanding of the subject.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University e-mail as I plan to send you important messages regularly.

Students who e-mail me outside of regular office hours can expect a reply within 24 hours.

Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

Virtual Office

Welcome to my office. This space is set aside for students to ask course related questions. Place any questions or concerns about the course here and they will answered within 24 hours on weekdays. (It is possible that I will answer all threads during my office hours as posted on the syllabus.)

Please feel free to answer one another's questions. I will check answers (as well as questions) for correctness, but do not hesitate to respond to a posting if you feel you can answer the question thoroughly and directly.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link:

<http://www.tamuc.edu/library> not from within eCollege.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at the following link <https://leomail.tamuc.edu>

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link [Criminal Justice web site](#) for more information.

Attendance Policy

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others). A minimum of two days of actual presence in the course is expected.

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below. Go to the following links below:

[APA Style](#)

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner.

If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.

Drop Course Policy

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

After clicking on to the eCollege page, under Student Support Services there is information on Student Online Course Drop Procedure, click on indicator for information on how to drop a class.

University Specific Procedures

ADA Statement- Students with Disabilities

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Go to the following email address: StudentDisabilityServices@tamuc.edu

Go to the following link: [Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum, go to the following link: <http://www.albion.com/netiquette/corerules.html>.

COURSE OUTLINE/CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University e-mail and in Announcements. I reserve the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and submit your assignments on time.

This course runs on a Monday-Saturday schedule; grades for each week posted as soon as possible after the week ends or within 72 hours.

Week #1

<p>Monday</p>	<p>Chapter 1 – Introduction to Criminological Theory</p> <p>Initial Presentation due by January 14, 2014, by 11:59pm</p> <p>Chapter 1 Discussion posted by January 18, 2014, by 11:59pm</p> <p>Week One Discussion Question (select only one of which to post answer)</p> <p>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?</p> <p>2. Discuss, elaborate on and/or interpret the following statement from Chapter One of Akers et al., <i>Criminological Theories...</i> “Criminological theory has implications not only for official public policy and programs, but also for what can be done informally in families, peer groups, neighborhoods, and communities...” (p. 10 of the 6th edition and p. 11 of the 5th edition).</p>
<p>Friday</p>	
<p>Saturday</p>	

WEEK #2

<p>Monday</p>	<p>Chapter 5 – Social Learning Theory</p> <p>Chapter 6 – Social Bonding and Control Theories</p> <p>Research Article # 1 Exercise (answer due) January 24, 2014, by 11:59pm</p> <p>Barbara Costello.2000. “Techniques of neutralization and self-esteem: a critical test of social control and neutralization theory.” <i>Deviant Behavior</i> 21:307-329.</p> <p><u>Select only one</u> of the below research article questions to answer, place in appropriate dropbox titled Research Article # 1 Exercise:</p> <p>A. What do you now understand about the relationship between</p>
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	<p>neutralization and self-esteem as they refer to delinquency, after reading the article?</p> <p>B. What is the essential thesis of the technique of neutralization theory, elaborate on any two of the techniques of neutralization.</p> <p>Chapter 5 or 6 Discussion posted by January 25, 2014, by 11:59pm</p> <p>Week Two Discussion Question (select only one of which to post answer)</p> <p>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.</p> <p>4. 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.</p>
Friday	
Saturday	

WEEK #3

Monday	<p>Chapter 8 – Social Disorganization Theory: Social Structure, Communities and Crime</p> <p>Chapter 9 - Anomie, and Strain Theories</p> <p>Research Article # 2 Exercise (answer due) January 31, 2014, 11:59pm</p> <p>Joanne Kaufman et. al., 2008. "A general strain theory of racial differences in criminal offending." <i>The Australian and New Zealand Journal of Criminology</i> 41:421-437.</p> <p><u>Select only one</u> of the below research article questions to answer, place in appropriate dropbox titled Research Article # 2 Exercise:</p> <p>A. Kaufman and associates had a rather interesting idea, looking at racial differences in criminal offending, using Agnew's General Strain Theory (GST). The key to Agnew's explanation of racial differences in</p>
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	<p>criminal offending seems to rest with a motivational process to reduce/remove (or at least deal with) the strain. Explain how Agnew describes the origin (four characteristics of strain) of this strain then discuss how criminal offending is to eliminate the strain.</p> <p>B. What was the reason for a lack of complete explanation of racial differences in criminal offending as described in Kaufman’s article in reference to the use of social disorganization or subcultural violence theories? In the process discuss how Agnew’s GST was to fill that void in the explanation of racial differences in criminal offending.</p> <p>Chapter Outline (students selecting one chapter from 3, 4, 10, 11, 12 or 13) due January 30, 2014 by 11:59pm</p> <p>Chapter 8 or 9 Discussion posted by February 1, 2014, by 11:59pm</p> <p>Week Three Discussion Question (select only one of which to post answer)</p> <p>5. Akers and associates in the textbook explained that social disorganization may be seen in two forms influencing the crime rate or criminality – either as a result of “urban ecology, economic conditions... and rapid social change” (p.166 of 6th edition and p. 180 of 5th edition); and as a factor undermining informal social controls within the community. In either sense/view discuss (explain) how useful the social disorganization theory is in explaining the crime rate and criminality in today’s society. Be succinct in your discussion.</p> <p>6. Strain theory, regardless of whether its 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.</p>
Friday	
Saturday	

WEEK #4

Monday	Chapter 2 – Deterrence and Rational Choice Theories
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	<p>Chapter 7 – Labeling and Reintegrative Shaming Theory</p> <p>Research Article (selected by student) summary due February 5, 2014, by 11:59pm</p> <p>Research Article # 3 Exercise (answer due) February 7, 2014, by 11:59pm</p> <p>Daniel Nagin, 1993. “Enduring individual differences and rational choice theories of crime.” <i>Law & Society Review</i> 27(3):467-496.</p> <p><u>Select only one</u> of the below research article questions to answer, place in appropriate dropbox titled Research Article # 3 Exercise:</p> <p>A. The authors stated “...we do not believe the two criminological traditions [rational choice and self-control] examined here should be viewed as competing explanations” (p.490). After reading the article what have you learned that will allow you to agree with the authors’ above statement? In your elaboration be specific and reflect having read the article.</p> <p>B. This research article called attention to the concept of individual “criminal propensity.” This concept appears to have a significant relationship to the variables represented in the theories of rational choice and low self-control. Explain or describe the meaning of “criminal propensity,” and address its importance in this research study.</p> <p>Chapter 2 or 7 Discussion posted by February 8, 2014, by 11:59pm</p> <p>Week Four Discussion Question (select only one of which to post answer)</p> <p>7. Based on our textbook authors’ comments in reference to research on deterrence, and other available sources, discuss how useful is deterrence to stopping or reducing the volume of crime.</p> <p>8. Having studied the labeling theory, now discuss how and why some researchers (i.e., Smith and paternoster, 1990; p. 146 of 6th edition and p. 161 of 5th edition) suggest that the impact of labeling may really represent a “deviance-amplification model” (p. 146 of 6th edition and p. 161 of 5th edition).</p>
Friday	
Saturday	

WEEK #5

Monday	<p>Chapter 14 – Integrating Criminological Theories</p> <p>Research paper due February 10, 2014, by 11:59pm</p> <p>Essay Test available February 13-14, 2014, must be completed by February 15, 2013, by 11:59pm</p> <p>Chapter 14 Discussion posted by February 15, 2014, by 11:59pm</p> <p>Week Five Discussion Question (select only one of which to post answer)</p> <p>9. 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 campus, but discuss where the two criminogenic orientations follow parallel ideas.</p> <p>10. 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.</p> <p>Objective Test available February 15, 2014, must be completed by February 16, 2014, by 11:59pm</p>
Thursday	
Friday	